



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>



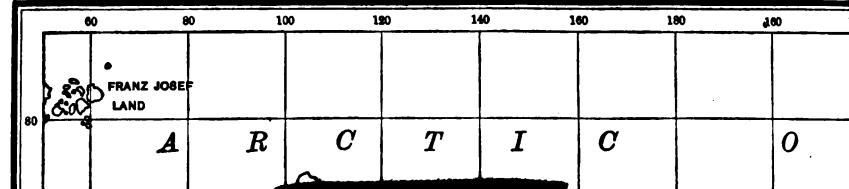
# AN ELEMENTARY HISTORY OF THE UNITED STATES

A. C. THOMAS.



D. C. HEATH & CO.

V E due T 709.00.820



# HARVARD UNIVERSITY

LIBRARY OF THE

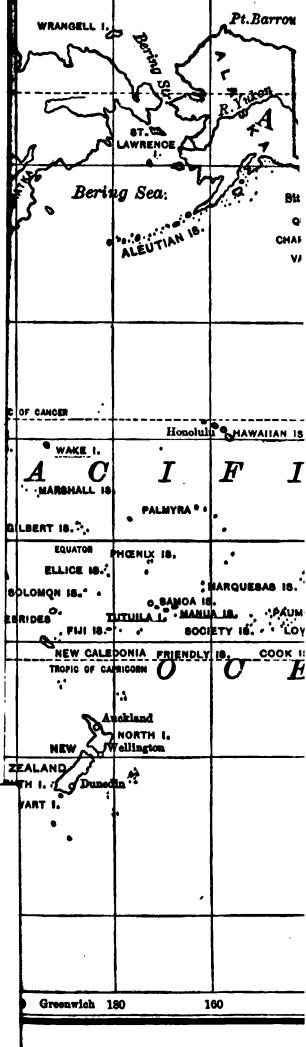
# Department of Education

## COLLECTION OF TEXT-BOOKS

## **Contributed by the Publishers**

## **TRANSFERRED**

**COLLEGE  
ARY**

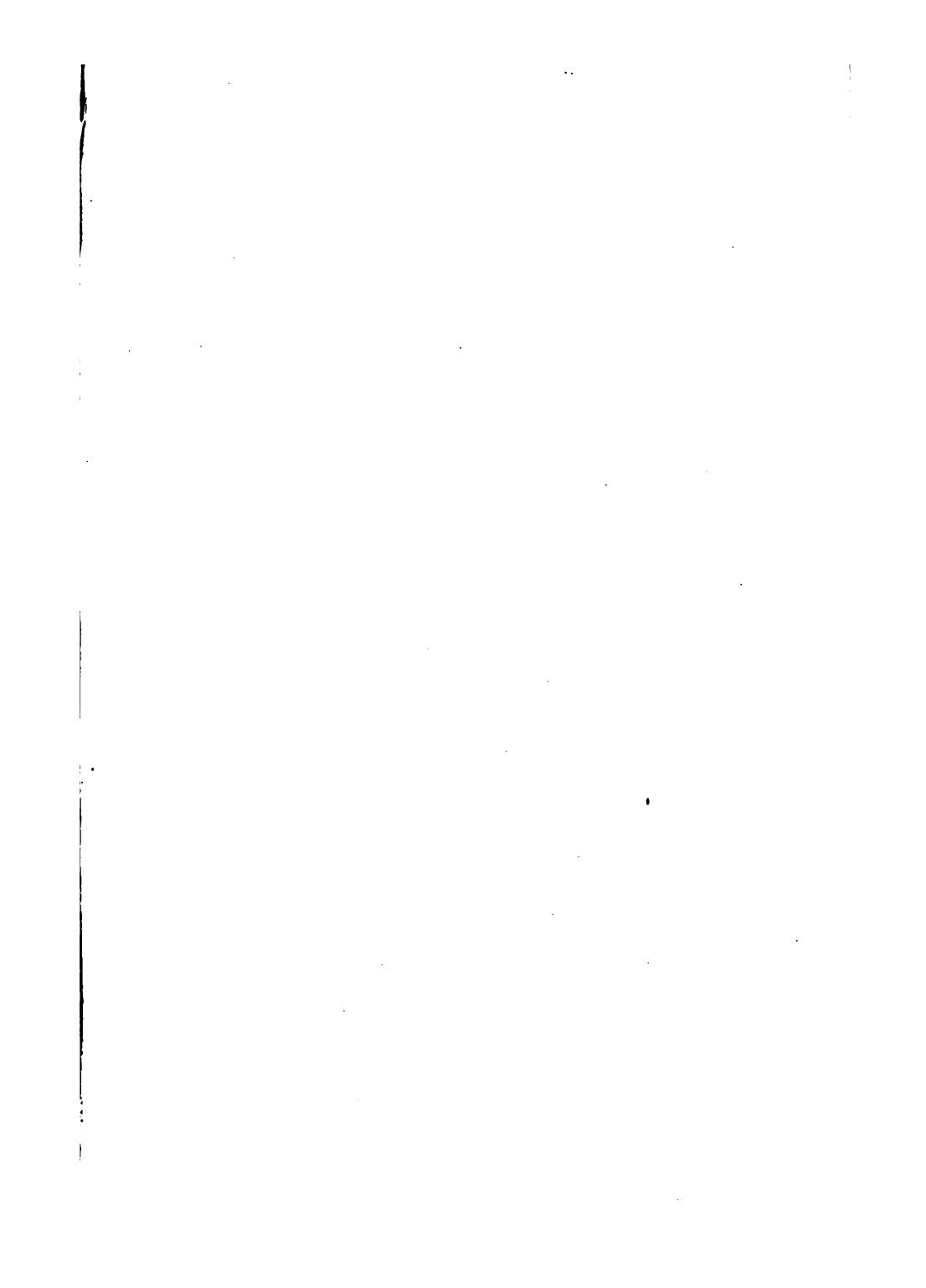




**NOTE:** United States assumed temporary control of Cuba, 1898



3 2044 097 038 483





G Washington

AN  
ELEMENTARY HISTORY  
OF THE  
UNITED STATES

BY

ALLEN C. THOMAS, A.M.

PROFESSOR OF HISTORY IN HAVERFORD COLLEGE, PENNSYLVANIA  
AUTHOR OF "A HISTORY OF THE UNITED STATES," ETC.

BOSTON, U.S.A.  
D. C. HEATH & CO., PUBLISHERS  
1900

~~T53.9036~~  
Due T 709.00.820

**Harvard University,  
Dept. of Education Library**

**HARVARD COLLEGE LIBRARY  
MAY 9 1921**

**COPYRIGHT, 1900  
By D. C. Heath & Co.**

**Plimpton Press  
H. M. PLIMPTON & CO., PRINTERS & BINDERS,  
NORWOOD, MASS., U.S.A.**

## PREFACE.

It is the aim of this work to set forth the main facts of American History, particularly the earlier periods, in such a way as to attract and interest pupils of the earlier grammar grades.

It is now very generally acknowledged that history is best approached through biography. Personal incident is more attractive to every one, and especially to children, than any narrative of events can possibly be. Most of the book, therefore, has been given to biographical sketches of representative makers of the nation.

Effort has been made to choose those men who would best illustrate the most important phases of national growth. Some of these phases are: the difficulties and dangers of exploration, and how they were overcome by earnestness and perseverance; the risks and hardships of settlement, and how they were met and conquered; the independence and patriotism of the colonists, and how they triumphed; the effect of environment upon character; the development of the people in politics and government and in social life; and the progress of invention and its effect upon national development.

It has not been thought advisable to break the continuity of the narrative by dividing the text into sections, or to insert many dates or foot-notes, or to add analyses and appendices. At the end of each chapter an Outline is given to summarize what has been said, and a few ques-

tions added in the line of suggestion. Each teacher will use questions adapted to the age of the pupils and the circumstances of the occasion.

The main idea in illustrating the book has been to give the most authentic representations possible of the man, the place, or the thing described, so as to round out and complete the mental impression gained from the text. A few illustrations which may be called imaginative have been admitted; these are chiefly after paintings, based upon authentic knowledge and information, or which are among our national heirlooms.

The maps have been made as simple as possible, and sometimes purely diagrammatic in character; and, for the sake of clearness, only such details given in them as are called for by the story.

HAVERFORD, PA.,  
July, 1900.

## CONTENTS.

CHAPTER		PAGE
I.	OLD-TIME IDEAS . . . . .	I
II.	COLUMBUS . . . . .	7
III.	THE CABOTS . . . . .	26
IV.	DE SOTO AND OTHER EXPLORERS . . . . .	31
V.	DRAKE AND RALEIGH . . . . .	40
VI.	VIRGINIA AND CAPTAIN JOHN SMITH . . . . .	50
VII.	HENRY HUDSON . . . . .	62
VIII.	THE PILGRIMS . . . . .	67
IX.	THE PURITANS . . . . .	85
X.	LORD BALTIMORE AND MARYLAND . . . . .	92
XI.	KING PHILIP'S WAR . . . . .	95
XII.	PETER STUYVESANT AND NEW NETHERLAND . . . . .	102
XIII.	FATHER MARQUETTE AND LA SALLE . . . . .	111
XIV.	NATHANIEL BACON . . . . .	117
XV.	WILLIAM PENN . . . . .	123
XVI.	OGLETHORPE AND GEORGIA . . . . .	133
XVII.	LIFE IN NEW ENGLAND AND MIDDLE COLONIES BEFORE THE REVOLUTION . . . . .	139
XVIII.	BENJAMIN FRANKLIN . . . . .	150
XIX.	GEORGE WASHINGTON.—THE FRENCH AND INDIAN WAR . . . . .	168
XX.	THE REVOLUTION . . . . .	187

## Contents.

CHAPTER		PAGE
XXI.	DANIEL BOONE . . . . .	219
XXII.	THOMAS JEFFERSON . . . . .	232
XXIII.	LEWIS AND CLARK . . . . .	241
XXIV.	ZEBULON M. PIKE . . . . .	248
XXV.	EARLY INVENTORS (FITCH, FULTON, WHITNEY) . .	253
XXVI.	ANDREW JACKSON.—TECUMSEH.—THE WAR OF 1812	265
XXVII.	CANALS, RAILROADS, TELEGRAPHS, AND OTHER IN- VENTIONS . . . . .	277
XXVIII.	OREGON.—WHITMAN'S RIDE . . . . .	290
XXIX.	TEXAS.—MEXICAN WAR.—CALIFORNIA . . . .	299
XXX.	ABRAHAM LINCOLN . . . . .	306
XXXI.	THE CIVIL WAR . . . . .	318
XXXII.	THE UNITED STATES IN RECENT YEARS . . . .	329

## ILLUSTRATIONS.

	PAGE
<b>GEORGE WASHINGTON . . . . .</b>	<i>Frontispiece</i>
After the portrait by Gilbert Stuart	
<b>CARAVAN CROSSING THE DESERT . . . . .</b>	3
<b>PRINCE HENRY THE NAVIGATOR . . . . .</b>	4
From a contemporary Ms. in the National Library at Paris.	
<b>CHRISTOPHER COLUMBUS . . . . .</b>	7
From the bust in the Capitol at Rome	
<b>COLUMBUS EXPLAINING HIS PLAN TO THE MONKS OF BURGOS . . . . .</b>	11
After the picture by F. M. Dumond.	
<b>COLUMBUS ASKING THE AID OF QUEEN ISABELLA . . . . .</b>	13
After the picture of the Bohemian artist, Vazclav Brozik.	
<b>COLUMBUS PARTING FROM FERDINAND AND ISABELLA . . . . .</b>	15
Copied from De Bry's "Voyages," a book of the sixteenth century.	
<b>COLUMBUS ON BOARD HIS SHIP . . . . .</b>	17
Copied from De Bry's "Voyages," a book of the sixteenth century.	
<b>LANDING OF COLUMBUS. EARLY MORNING, OCT. 12, 1492 . . . . .</b>	20
After the picture by Dioscora Puebla, the Spanish artist.	
<b>A CARAVEL OF COLUMBUS . . . . .</b>	23
After the reconstructed model exhibited at the Columbian Exhibition.	
<b>SEBASTIAN CABOT . . . . .</b>	26
After the picture ascribed to Holbein.	
<b>THE COAST OF NEWFOUNDLAND IN WINTER 300 YEARS AGO . . . . .</b>	28
After a drawing from nature by Lieut. A. Thompson in Bonnicastle's "Newfoundland."	
<b>AMERICUS VESPUCIUS . . . . .</b>	29
After the picture attributed to Bronzino in the Massachusetts Historical Society's gallery.	
<b>FACSIMILE FROM THE COSMOGRAPHIAE INTRODUCTIO (1507) . . . . .</b>	30
<b>VASCO DA GAMA . . . . .</b>	32
<b>PONCE DE LEON . . . . .</b>	32
After an engraving in Herrera Edition of 1728.	
<b>PONCE DE LEON AND HIS MEN IN FLORIDA . . . . .</b>	33
By D. Munro. The scenery is from nature.	
<b>HERNANDO DE SOTO . . . . .</b>	34
<b>A SCENE ON DE SOTO'S ROUTE . . . . .</b>	35
From Charnay's "Ancient Cities of the New World."	

	PAGE
<b>DE SOTO'S DISCOVERY OF THE MISSISSIPPI . . . . .</b>	<b>36</b>
After the picture by W. H. Powell in the Capitol at Washington.	
<b>SIR FRANCIS DRAKE . . . . .</b>	<b>41</b>
From an original oil painting at Buckland Abbey, England.	
<b>IN THE STRAITS OF MAGELLAN . . . . .</b>	<b>42</b>
After the drawing by E. Whymper in Crawford's "Across the Pampas."	
<b>SPANISH TREASURE SHIP . . . . .</b>	<b>44</b>
After drawings in the English state papers sent home by an English spy.	
<b>SIR WALTER RALEIGH . . . . .</b>	<b>45</b>
After the picture in the collection of the Duchess of Dorset.	
<b>JAMESTOWN . . . . .</b>	<b>52</b>
After the sketch made by Miss C. C. Hopley about 1857, showing the ruined church.	
<b>CAPTAIN JOHN SMITH . . . . .</b>	<b>53</b>
From his "Description of New England."	
<b>PALISADED INDIAN VILLAGE . . . . .</b>	<b>55</b>
Algonkin Village of Pomeiock in 1585, after John Wyeth.	
<b>POCAHONTAS . . . . .</b>	<b>57</b>
From the famous portrait in Booton Hall, Norfolk, England, painted shortly before she died.	
<b>SHORES OF THE SOUND, ROANOKE ISLAND . . . . .</b>	<b>59</b>
After a sketch from nature.	
<b>THE HALF MOON AT THE HIGHLANDS . . . . .</b>	<b>65</b>
After the painting by T. Moran.	
<b>A HOUSE IN LEYDEN . . . . .</b>	<b>69</b>
As it was in 1620.	
<b>LEYDEN . . . . .</b>	<b>70</b>
From a bird's-eye view dated 1670.	
<b>MODEL OF THE MAYFLOWER . . . . .</b>	<b>72</b>
In the National Museum at Washington.	
<b>PLYMOUTH BAY IN MIDWINTER 280 YEARS AGO . . . . .</b>	<b>73</b>
<b>AUTOGRAPHS OF THE "MAYFLOWER" PILGRIMS . . . . .</b>	<b>74</b>
<b>PLYMOUTH ROCK . . . . .</b>	<b>76</b>
From a photograph.	
<b>PILGRIM FORT AND MEETING-HOUSE . . . . .</b>	<b>77</b>
<b>PEREGRINE WHITE'S INLAID CABINET . . . . .</b>	<b>78</b>
In Pilgrim Hall, Plymouth.	
<b>BREWSTER'S SEA CHEST AND STANDISH'S IRON POT . . . . .</b>	<b>78</b>
In possession of the Connecticut Historical Society at Hartford.	
<b>PLATTER AND KETTLE OF MYLES STANDISH . . . . .</b>	<b>79</b>
<b>THE SWORD OF MYLES STANDISH . . . . .</b>	<b>80</b>
In Pilgrim Hall, Plymouth.	

## Illustrations.

ix

	PAGE
<b>GOVERNOR CARVER'S CHAIR . . . . .</b>	<b>81</b>
In Pilgrim Hall, Plymouth.	
<b>THE CHAIR OF JOHN ELIOT . . . . .</b>	<b>81</b>
<b>PILGRIM MONUMENT AT PLYMOUTH . . . . .</b>	<b>82</b>
From a photograph.	
<b>THE MYLES STANDISH HOUSE AT DUXBURY . . . . .</b>	<b>83</b>
Built in 1666, by his oldest son.	
<b>JOHN WINTHROP . . . . .</b>	<b>86</b>
After the original in the Massachusetts Senate Chamber.	
<b>PINE TREE SHILLING . . . . .</b>	<b>87</b>
<b>CRADLE AND CHAIR OF THE TIME OF THE PURITANS . . . . .</b>	<b>90</b>
<b>OLD HOUSE IN SALEM, MASS. . . . .</b>	<b>90</b>
<b>CECILIUS CALVERT, LORD BALTIMORE . . . . .</b>	<b>93</b>
After a portrait preserved in the British Public Record Office.	
<b>KING PHILIP . . . . .</b>	<b>95</b>
<b>INDIAN WEAPONS . . . . .</b>	<b>96</b>
After Catlin.	
<b>THE JUNKERS GARRISON HOUSE . . . . .</b>	<b>97</b>
After a painting by Susan Minot Lane.	
<b>JOHN ELIOT . . . . .</b>	<b>99</b>
From a portrait in possession of the family of the late William Whiting.	
<b>TITLE-PAGE OF ELIOT'S BIBLE . . . . .</b>	<b>100</b>
Reduced facsimile.	
<b>DUTCH PLEASURE WAGON OF THE OLDEN TIME . . . . .</b>	<b>103</b>
<b>EARLY DUTCH COSTUMES . . . . .</b>	<b>104</b>
<b>PETER STUYVESANT . . . . .</b>	<b>105</b>
After the portrait in possession of the New York Historical Society.	
<b>THE STADTHUYS, NEW YORK, 1679 . . . . .</b>	<b>108</b>
After Brevoort's drawing.	
<b>JAMES MARQUETTE . . . . .</b>	<b>111</b>
From the statue by G. Trentonove in the Capitol, Washington.	
<b>ROBERT CAVALIER, SIEUR DE LA SALLE . . . . .</b>	<b>114</b>
After Margry's portrait.	
<b>BACON AND BERKELEY . . . . .</b>	<b>118</b>
<b>BACON'S QUARTER BRANCH . . . . .</b>	<b>120</b>
<b>WILLIAM PENN . . . . .</b>	<b>123</b>
At the age of 22. After the portrait ascribed to Sir Peter Lely.	
<b>FACSIMILE OF PART OF THE ROYAL DEED GIVEN TO PENN . . . . .</b>	<b>124, 125</b>
<b>FACSIMILE OF THE TITLE-PAGE OF "A BRIEF ACCOUNT OF THE PROV- INCE OF PENNSYLVANIA" . . . . .</b>	<b>126</b>
<b>SEAL AND SIGNATURES TO "THE FRAME OF GOVERNMENT" . . . . .</b>	<b>127</b>

## Illustrations.

	PAGE
<b>THE TREATY ELM, PHILADELPHIA . . . . .</b>	<b>129</b>
From an old print.	
<b>WAMPUM BELT . . . . .</b>	<b>130</b>
<b>THE FIRST TOWN HALL AND COURT HOUSE, PHILADELPHIA . . . . .</b>	<b>131</b>
From an old print.	
<b>JAMES EDWARD OGLETHORPE . . . . .</b>	<b>133</b>
After the painting by Ravenet.	
<b>A VIEW OF SAVANNAH, GEORGIA . . . . .</b>	<b>135</b>
From a print published in London in 1741, and "humbly inscribed to General Oglethorpe."	
<b>FEMALE COSTUMES OF 1776 . . . . .</b>	<b>140</b>
<b>A DAME SCHOOL . . . . .</b>	<b>141</b>
<b>FACSIMILE FROM THE NEW ENGLAND PRIMER . . . . .</b>	<b>142</b>
<b>TINDER BOX, FLINT, AND STEEL . . . . .</b>	<b>143</b>
<b>A NEW ENGLAND KITCHEN . . . . .</b>	<b>144</b>
<b>A SPINNING WHEEL . . . . .</b>	<b>145</b>
<b>CONESTOGA WAGON . . . . .</b>	<b>146</b>
<b>FACSIMILE OF "FLYING MACHINE" ADVERTISEMENT . . . . .</b>	<b>148</b>
<b>FRANKLIN'S BIRTHPLACE . . . . .</b>	<b>150</b>
<b>BENJAMIN FRANKLIN . . . . .</b>	<b>151</b>
After the portrait by Duplessis, painted in 1783.	
<b>FRANKLIN'S PRINTING PRESS . . . . .</b>	<b>157</b>
In the custody of the Smithsonian Institution.	
<b>FRANKLIN'S OLD BOOK SHOP IN PHILADELPHIA . . . . .</b>	<b>158</b>
<b>FRANKLIN'S MODEL OF THE PENNSYLVANIA FIREPLACE . . . . .</b>	<b>160</b>
Now owned by the American Philosophical Society.	
<b>FRANKLIN'S GRAVE . . . . .</b>	<b>165</b>
<b>BIRTHPLACE OF WASHINGTON . . . . .</b>	<b>168</b>
<b>A SOUTHERN HOMESTEAD . . . . .</b>	<b>170</b>
From a photograph.	
<b>MOUNT VERNON . . . . .</b>	<b>173</b>
<b>BRITISH FOOT GUARD. 1745 . . . . .</b>	<b>179</b>
From Grant's "British Battles."	
<b>FRENCH SOLDIER . . . . .</b>	<b>179</b>
After a sketch in the Massachusetts Archives.	
<b>BRADDOCK'S FIELD . . . . .</b>	<b>181</b>
<b>GENERAL JAMES WOLFE . . . . .</b>	<b>182</b>
After the print in Entick's "General History of the Late War."	
<b>QUEBEC IN THE EIGHTEENTH CENTURY . . . . .</b>	<b>183</b>
From an old print.	
<b>STAMPS USED IN 1765 . . . . .</b>	<b>188</b>

## Illustrations.

xi

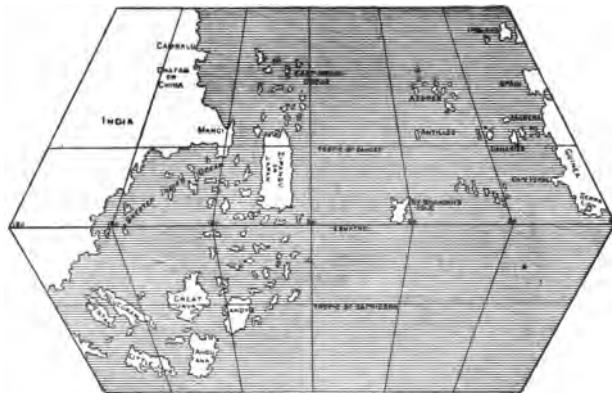
	PAGE
<b>A COLONIAL NEWSPAPER</b>	189
Reduced facsimile.	
<b>THE BOSTON TEA PARTY</b>	190
From an old print.	
<b>CHARLESTON IN 1780</b>	191
After a drawing by Leitch.	
<b>SAMUEL ADAMS</b>	193
After the portrait by Copley, in Boston Museum of Fine Arts.	
<b>JOHN HANCOCK</b>	194
After the portrait by Copley, in 1744, in Boston Museum of Fine Arts.	
<b>THE MINUTE MAN</b>	195
From the statue at Concord, Mass.	
<b>PAUL REVERE</b>	196
After the picture by Gilbert Stuart.	
<b>THE DECLARATION OF INDEPENDENCE</b>	199
After the painting by Trumbull.	
<b>FACSIMILE OF THE FIRST TWO PARAGRAPHS OF THE DECLARATION OF INDEPENDENCE</b>	200
<b>TABLE AND CHAIR USED AT THE SIGNING OF THE DECLARATION OF INDEPENDENCE</b>	201
In Independence Hall, Philadelphia.	
<b>VALLEY FORGE</b>	202
After the painting by A. Gibert.	
<b>PAUL JONES</b>	206
After the etching of A. Varen.	
<b>JOIN OR DIE</b>	206
Device printed in Franklin's <i>Pennsylvania Gazette</i> , 1754.	
<b>GENERAL NATHANIEL GREENE</b>	208
From the painting by C. Wollson Peale in 1783.	
<b>THE SURRENDER OF CORNWALLIS, October 19, 1781</b>	209
From the painting by Trumbull in the Capitol at Washington.	
<b>THE STATE HOUSE, ANNAPOLIS</b>	210
From Scharf's "History of Maryland."	
<b>A FACSIMILE OF WASHINGTON'S ACCOUNTS KEPT DURING THE REVOLUTION</b>	212, 213
From "Monuments of Washington's Patriotism."	
<b>WASHINGTON TAKING THE OATH AS PRESIDENT, APRIL 30, 1789</b>	215
<b>DANIEL BOONE</b>	220
After the painting by C. Harding.	
<b>BOONE'S FORT</b>	226
From Collins's "Historical Collections of Kentucky."	
<b>A PIONEER HOME IN KENTUCKY</b>	230

	PAGE
<b>THOMAS JEFFERSON</b> . . . . .	<b>233</b>
After the painting by Gilbert Stuart.	
<b>PATRICK HENRY ADDRESSING THE VIRGINIA ASSEMBLY</b> . . . . .	<b>234</b>
After the painting by A. Chappel.	
<b>MONTICELLO — THE NORTH FRONT</b> . . . . .	<b>239</b>
<b>MERIWETHER LEWIS</b> . . . . .	<b>241</b>
After the drawing by St. Memin.	
<b>WILLIAM CLARKE</b> . . . . .	<b>242</b>
From Lewis and Clarke's "Travels."	
<b>ZEBULON M. PIKE</b> . . . . .	<b>248</b>
After an engraving by Gimbrede in the <i>Analectic Magazine</i> .	
<b>PIKE'S PEAK FROM THE GARDEN OF THE GODS</b> . . . . .	<b>249</b>
<b>ROBERT FULTON</b> . . . . .	<b>254</b>
From D. C. Colden's "Life of Fulton."	
<b>"PERSEVERANCE"</b> . . . . .	<b>255</b>
John Fitch's first steamboat in 1787.	
<b>THE "CLERMONT"</b> . . . . .	<b>258</b>
From Rergart's "Life of Fulton."	
<b>JOHN ERICSSON IN 1861</b> . . . . .	<b>260</b>
From W. C. Church's "Life of Ericsson."	
<b>ELI WHITNEY</b> . . . . .	<b>261</b>
<b>WHITNEY'S COTTON GIN</b> . . . . .	<b>263</b>
After the original model.	
<b>ANDREW JACKSON IN 1830</b> . . . . .	<b>265</b>
After the portrait by R. W. Earl.	
<b>GOLD MEDAL PRESENTED BY CONGRESS TO ANDREW JACKSON</b> . . . . .	<b>272</b>
<b>DE WITT CLINTON</b> . . . . .	<b>278</b>
After the portrait by C. Ingham.	
<b>LOCKS ON THE ERIE CANAL</b> . . . . .	<b>279</b>
As first constructed.	
<b>ENTRANCE TO THE ERIE CANAL AT TROY</b> . . . . .	<b>280</b>
From an old print.	
<b>BALTIMORE AND OHIO RAILROAD, 1830</b> . . . . .	<b>282</b>
From an old print.	
<b>FIRST TRAIN ON THE CAMDEN AND AMBOY RAILROAD</b> . . . . .	<b>283</b>
<b>LETTER CARRIER OF THE OLDEN TIME</b> . . . . .	<b>283</b>
<b>SAMUEL F. B. MORSE</b> . . . . .	<b>284</b>
From the last approved photograph.	
<b>THE "GREAT EASTERN" PICKING UP THE CABLE OF 1865</b> . . . . .	<b>289</b>
<b>WHITMAN STATION</b> . . . . .	<b>297</b>
Scene of the massacre.	

	PAGE
CHICAGO IN 1820 . . . . .	299
From an old print.	
THE OVERLAND ROUTE . . . . .	302
A CALIFORNIAN WAGON TRAIN . . . . .	302
From an old print.	
VIEW OF SAN FRANCISCO IN 1847 . . . . .	303
After a lithograph.	
ABRAHAM LINCOLN . . . . .	307
From a photograph taken in 1860.	
HOUSE IN WHICH LINCOLN WAS BORN . . . . .	308
From a photograph of the reconstructed log-cabin.	
LOG-CABIN FURNITURE . . . . .	309
A MISSISSIPPI FLATBOAT . . . . .	311
A WORM FENCE . . . . .	312
THE CAPITOL AT RICHMOND . . . . .	320
FORT SUMTER BEFORE THE BOMBARDMENT . . . . .	321
MONITOR AND MERRIMAC . . . . .	322
An incident of the Civil War.	
FARRAGUT ON THE MAIN SHROUDS . . . . .	323
After the picture by W. Page.	
ULYSSES S. GRANT . . . . .	324
From a photograph.	
MCLEAN HOUSE, IN WHICH GENERAL LEE SURRENDERED . . . . .	325
From a photograph.	
THE GRANT MONUMENT, NEW YORK . . . . .	326
From a photograph.	
ROBERT E. LEE . . . . .	327
From a photograph in 1862.	
VIEW ON THE UNION PACIFIC RAILROAD . . . . .	332
From a photograph.	
WILLIAM MCKINLEY, PRESIDENT OF THE UNITED STATES, 1896 . . . . .	333
From a portrait by Rockwood, New York.	
GEORGE DEWEY . . . . .	335
From a photograph taken in 1899.	
MORRO CASTLE, OPPOSITE HAVANA, CUBA . . . . .	336
From a photograph.	
SENATE AND LEGISLATIVE BUILDINGS, HONOLULU, HAWAII . . . . .	337
From a photograph.	

## LIST OF MAPS.

	<b>PAGE</b>
<b>THE WORLD, SHOWING THE POSSESSIONS OF THE UNITED STATES</b>	
	<i>Page 2 of Cover</i>
TOSCANELLI'S MAP, 1474 . . . . .	1
TRADE ROUTES TO THE EAST . . . . .	5
THE WORLD AS KNOWN TO COLUMBUS . . . . .	6
COLUMBUS'S ROUTE TO THE WEST . . . . .	14
THE GLOBE OF ULPPIUS, 1542 . . . . .	31
SPANISH EXPLORATIONS . . . . .	38
COAST OF VIRGINIA IN THE TIME OF RALEIGH . . . . .	40
VIRGINIA IN EARLY DAYS . . . . .	50
HENRY HUDSON'S VOYAGES . . . . .	63
THE LAND OF THE PILGRIMS AND PURITANS . . . . .	84
FRENCH EXPLORATIONS . . . . .	112
ROUTE OF BRADDOCK'S EXPEDITION . . . . .	177
THE COLONIES IN 1776: NORTHERN SECTION . . . . .	197
THE COLONIES IN 1776: SOUTHERN SECTION . . . . .	203
THE UNITED STATES AFTER THE REVOLUTION . . . . .	217
BOONE'S TRAIL . . . . .	224
LEWIS AND CLARKE'S ROUTE . . . . .	244
PIKE'S ROUTE . . . . .	251
WHITMAN'S RIDE . . . . .	293
THE TERRITORIAL GROWTH OF THE UNITED STATES . . . . .	330
THE UNITED STATES, 1900 . . . . .	<i>Page 3 of Cover</i>



TOSCANELLI'S MAP, 1474.

An old-time idea of the sea route to the East.

## An Elementary History of the United States.

### OLD-TIME IDEAS.

THERE were many wise men and famous scholars in Europe four hundred and fifty years ago. But even the wisest of them did not know that beyond the Atlantic Ocean — the Sea of Darkness, as it was called — lay a vast continent in which not one white man lived.

Many strange stories were told of wonders far away; tales of beautiful islands, and of enchanted fountains that would bring back youth to the aged; of seas which were always covered with

## 2 History of the United States.

mists and darkness or in which horrible monsters lived. No one had ever seen any of these things, but many believed that the stories were true.

Quite as wonderful were the books which had been written and the tales which had been told by overland travellers to the East. Men knew so little about distant lands and seas that they were ready to believe almost any strange story. When Marco Polo wrote in his book of travels that one of the palaces in Cipango<sup>1</sup> was roofed with fine gold, and that all the pavements of the palace and the floors of its chambers were entirely of gold, in plates like slabs of stone, a good two fingers thick, and that the windows were also of gold, men were very ready to believe him.

But when another traveller, Sir John Mandeville, said that in his opinion the world was round and not flat, men laughed at the idea. Such a notion might do very well, they said, for some foolish geographer or map designer, but any practical man might know that the people on the other side of the world would surely fall off if it were round. Sir John Mandeville certainly told some incredible stories, but this true thing which he did say was thought to be the most incredible of all.

Spices and jewels, silks and rich goods, came in those days from India, but the journey then was much longer and far more dangerous than it is now

<sup>1</sup> Cipango was the old name for Japan.

Caravans crossed the deserts to the Mediterranean Sea, bringing goods to be sent over the water in ships, or carried over the mountains to the countries of Europe.



CARAVAN CROSSING THE DESERT.

To go by land was a journey of several months, and traders were likely to meet robbers and enemies on the way. Of these robbers and enemies none were feared so much as the rough and lawless Turks. So when the Turks captured the great

commercial city of Constantinople, in 1453, trade with India was brought almost to a standstill, and the European nations became very eager to find a new way to the East.

How to get to India was a question discussed in every seaport of Europe. We, of course, should think at once of sailing round Africa; but at that time men thought that Africa stretched so far to the south that they could not pass it.



PRINCE HENRY THE NAVIGATOR.

From a contemporary manuscript in the National Library at Paris. It represents him in mourning for his brother.

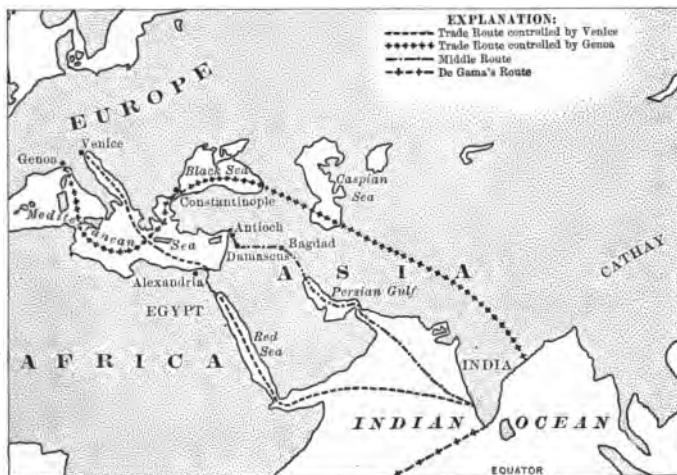
There was one man, Prince Henry of Portugal, who thought differently. He was a learned man and a good sailor. He fitted out some ships, and sent them south to try to find India in that way. But his sailors were afraid to sail far

enough. Though they came very near what is now the Cape of Good Hope, they did not quite reach it; so Prince Henry never knew that his views were correct.

One of the chief seaports in Europe was Genoa, in Italy. Here came ships from all the countries on the shores of the Mediterranean Sea. In its

streets were seen men of every nation, and strange languages were heard on every side.

Pirates, or corsairs, might be seen talking with merchants and scholars; for in those days it was not thought wrong for private citizens to attack and to seize the ships of another country, and corsairs



TRADE ROUTES TO THE EAST.

were not ashamed of their calling. Many of the pirates were very rich; all of them could relate marvellous adventures, and we may fancy how eager the Genoese boys were to hear these tales of hair-breadth escapes, of sea-fights, and of great prizes captured.

## OUTLINE.

Four hundred years ago no one knew of America. Monsters were thought to live in the far-off seas, and enchanted islands were beyond the mists. Men laughed at the idea that the world was round. Rich goods from India were brought overland. The Turks interfered with this trade. How to get to India by sea was the great question.

What did the men of old times think of the ocean and its islands?

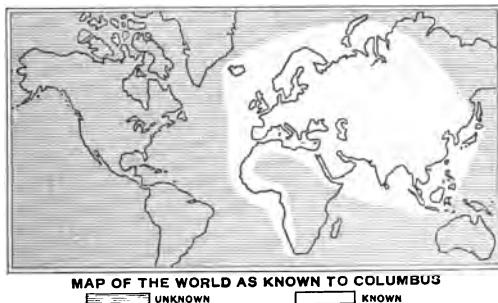
Tell what Marco Polo wrote in his book.

What were some of the stories that Sir John Mandeville told?

What kind of goods came from India?

How were they brought?

What is said of Prince Henry?



## COLUMBUS.



From the bust in the Capitol at Rome.

ABOUT the middle of the fifteenth century, a bright, industrious boy named Christopher Columbus was living in Genoa. His father was a woolcomber, and it is likely that he was poor.

Columbus went to sea when he was about fourteen years old, for the sea tales that he heard, and the ships which he saw, made him want to be a sailor.

A sailor's life is a rough one at any time, but it was a very rough life four hundred years ago. Columbus probably sailed with some of the pirates, and we suspect that he went at least once to the coast of Guinea in Africa, to get negro slaves.

It is not at all unlikely that he also sailed far

north to Iceland. If he did, he heard the Norse sailors tell of a far-off land which some of their forefathers had visited many years before. This land they called Vinland, on account of the quantity of grapes found there. We do not know where this land was, but it may have been our New England.

When Columbus was about twenty-six years old, he went to live at Lisbon, in Portugal, where his younger brother, Bartholomew, was engaged in the business of making and selling maps. When on shore Columbus also drew maps, and in this work he was very skilful.

For some years he had been studying books which told about the shape of the earth, and of the far-off lands which Marco Polo, and Mandeville, and others had visited.

In the library at Seville, in Spain, there is now a book, on the pages of which are notes, in the handwriting of Columbus, which show how carefully he read and studied.

When still quite young he had come to the conclusion that the earth is not flat, but shaped like an orange, so that to reach China and the island of Cipango it was only necessary to sail directly west from Spain. He was not the first man who believed the earth to be round, for some of the old Greeks and Romans as well as Sir John Mandeville had thought so; and, in one of the geographies which Columbus had studied, the same view was taught.

Now, there was living in Italy a great astronomer named Toscanelli. He had been convinced by what Marco Polo had written about the shape of the earth, and he had drawn a map to show the earth as he imagined it. He had sent this map to King John of Portugal, at the same time urging him to send an expedition westward. Hearing that Columbus wished to visit the land of spices, Toscanelli wrote to him also. Columbus, thinking that this would be a good time to carry out his plan, asked King John for ships to sail westward across the sea to seek for India and the east. He assured the king that great riches and glory would come to Portugal, if this should be done.

King John hesitated, for Portugal was at war, and the cost of such an undertaking would be great. However, he called his council together, and asked their advice. It is said that one of his council advised that Columbus should be asked for the plans of his proposed voyage, and that then the king should secretly send a ship to follow the course thus marked out.

The king seems to have followed this advice, for he sent out a vessel, giving orders to the captain to sail along the route Columbus had laid down. The vessel had been at sea but a few days when a great storm arose, and the sailors were so frightened that they refused to go any further. The captain ordered the ship to be turned back; and

the seamen laughed at the idea that the East could be reached by sailing west.

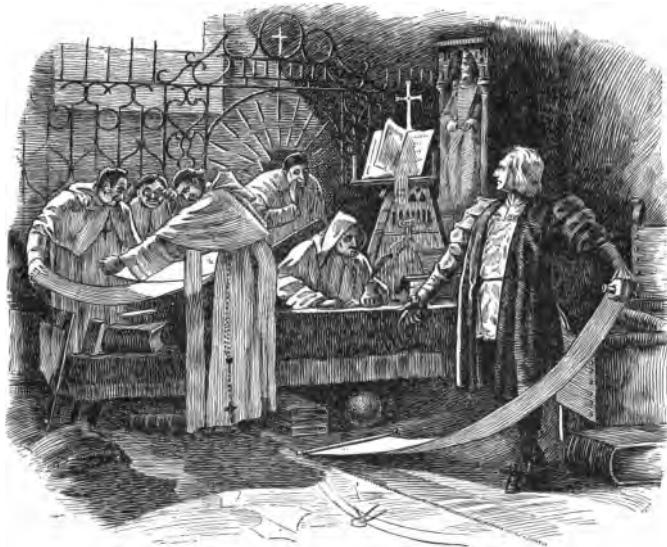
When Columbus found out how basely the king had treated him, he was very angry, and left Portugal. He turned his steps toward Spain; but it was a poor time to seek help from Spain. The plague, a terrible disease, had visited the country, and thousands of persons had died from it. The times were hard, and, above all, Ferdinand and Isabella, the king and queen, for more than three years had been at war with the Moors, trying to drive them out of the country.

It is no wonder that but little attention was paid to Columbus. He was put off again and again, but still he followed the court as it was moved with the army from place to place. He persevered for two years; then, weary of the long delay, he wrote to the king of Portugal, asking leave to return.

Now that Columbus was thinking of going away, the king and queen of Spain ordered a company of learned men to be called together to hear what he had to say for himself. But this meeting was delayed, and Columbus was much cast down.

For two years Columbus lived as the guest of a kind-hearted nobleman; then he told his benefactor that, sick of waiting, he was going to France, to seek aid from the French king. His friend did not wish Spain to lose the chance of gaining wealth and glory, so he wrote to Queen Isabella in favor of Columbus.

The war against the Moors went on, and nearly two years more passed by before Columbus could get a hearing. At last his plans were laid before some learned men. Most of these men ridiculed his ideas. But one Diego, a friar and the



COLUMBUS EXPLAINING HIS PLAN TO THE MONKS OF BURGOS.

After the picture by F. M. Dumond.

tutor of one of the royal princes, believed that Columbus was right, and persuaded the king and queen not to refuse him, but to say that when the war with the Moors was over they would see what they could do for him.

The patience of Columbus was by this time quite

exhausted; he had waited six long years, and yet he seemed no nearer success than when he had first come to Spain. He now made plans to go to France. He was very poor; he had to travel on foot, and to beg bread for himself and his little son who was with him.

Just before he reached the port of Palos, where he hoped to find a ship that would take him to France, he called at a convent to ask for food. The prior at the head of this convent was a learned man, and much interested in geography. He was much impressed by Columbus and he invited him to stay at the convent and rest.

Now it happened that this monk had been the confessor of Queen Isabella, and he determined to try to induce her to aid Columbus. But first he invited some of his friends to come and talk over these new plans with the Italian stranger. One of these men was a rich seaman and merchant, who was so greatly moved by what Columbus said that he offered to help fit out ships for such a voyage as was proposed.

This was the best news that Columbus had heard for many a day. The prior went to see the queen, and succeeded in gaining her good-will; she not only sent for Columbus, but also furnished him with money, in order that he might return to the court.

Columbus reached the court in the midst of rejoicings at the great victory over the Moors, and no

one cared to listen to the wild stories of a foreign seaman. He began to think that he was to fail again; but this time he was to have his chance, for, as soon as the festivities were over, he was brought into the presence of the queen.



COLUMBUS ASKING THE AID OF QUEEN ISABELLA.

After the picture of the Bohemian artist, Vaczlav Brozik.

Columbus was so sure of the riches he was to find that he asked great rewards. He said that he must be admiral and viceroy of the lands he should discover, and also that he must have one tenth of all the gold and silver that should be found.

This was a great deal to ask, and we need not wonder that the queen hesitated; but Columbus was firm, and said he would leave Spain rather than yield.

In fact, he mounted a mule and started off once more for France. When his friends found that he was determined to go, they were very sorry. They told the queen that if he failed to find the Indies the loss would not be very great, while if he found them the gain would be vast.

So earnestly did they plead, that the queen consented. A messenger overtook Columbus as he



COLUMBUS'S ROUTE TO THE WEST.

was riding sadly away. At last the time had come for which he had been waiting all these weary years.

It was ten weeks before three small vessels could be made ready for the great experiment. It was hard to find sailors who were willing to go on such a dangerous voyage, for all were afraid of the un-

known seas. But on Friday, August 3, 1492, a little before sunrise, the three small ships, or caravels, as they were called, started from the port of Palos in southern Spain.

The names of the caravels were *Santa Maria*, *Pinta*, and *Niña*. Of these, the first was the larg-



COLUMBUS PARTING FROM FERDINAND AND ISABELLA.

Copied from "De Bry's Voyages," a book of the 16th century.

est; it was about sixty-five or seventy feet long, and was the only one that had a full deck. The *Santa Maria* was commanded by Columbus himself.

Just before sailing, Columbus and all his men went to a church and asked the blessing of God

on their voyage. The vessels sailed first to the Canary Islands, where it was found necessary to refit the *Pinta*, as the vessel proved to be leaky.

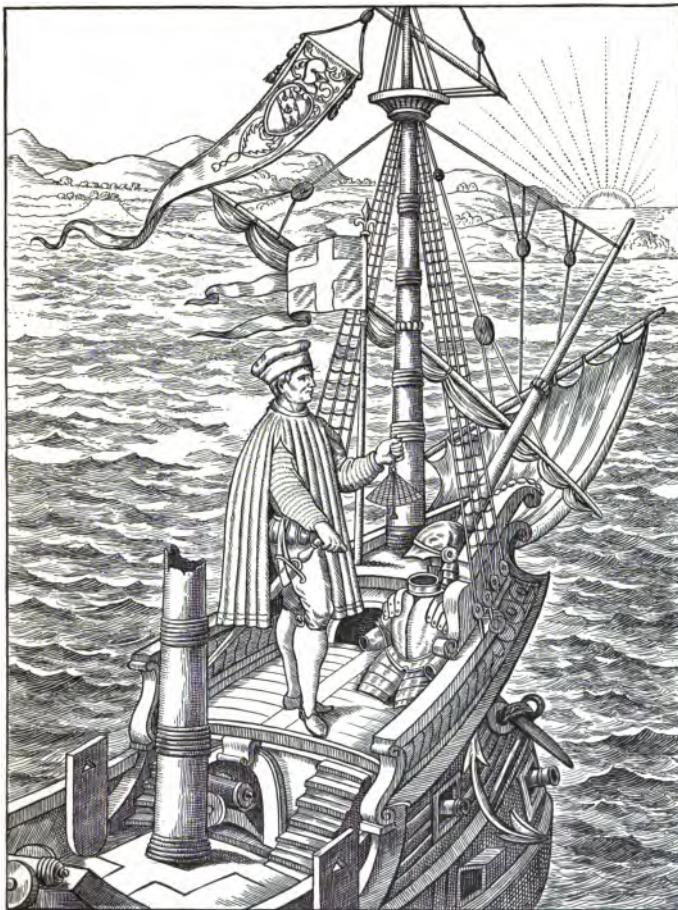
It was the 6th of September before the little fleet started again. The course chosen was due west. Head winds at first kept the vessels back, and the story goes that the sailors, like those of the Portuguese ships sent out by King John, rebelled, saying that it was of no use to try to go any farther. But Columbus was a very different man from the Portuguese captain; he would not turn back. Soon a fair wind sprang up, and the ships went on.

It was not long before the sailors saw objects which caused them to think that land could not be very far off. They saw land birds; and then great quantities of seaweed, which usually is not found except near some coast; then a live crab was seen; then a piece of wood which had been carved, showing man's work. But still the days went by and they saw no land.

All this time the wind had been blowing steadily from the east, and the sailors began to think that they never should have a chance to get back. Fortunately, just as they were about to rebel again, the wind suddenly shifted; now their fears were dispelled, for they saw that the wind did sometimes change.

One day a sailor called out "Land!" We may be sure that there was great excitement on the ves-

sels when a gray shape was seen on the horizon; but the next day it proved to have been a cloud,



COLUMBUS ON BOARD HIS SHIP.

Copied from "De Bry's Voyages," a book of the 16th century.

C

and the disappointment was very great. Though they still saw many birds and quantities of seaweed, and on one day some grass with roots, yet no land was seen. In spite of the murmurs of the sailors, Columbus kept his vessels headed due west.

As they anxiously watched the birds, it was noticed that their flight was toward the southwest, and after much persuasion the captain of the *Pinta* prevailed upon Columbus to change his course so as to follow the birds. Had he not done this the little fleet would have come to the coast of what is now the United States, and North America might have become Spanish instead of English.

It came to be the thirty-fourth day since the sailors had seen land, and that is a long time to see nothing but sea and sky. Perhaps not one of them had ever had such a long voyage before, and we can well imagine that they were frightened. But Columbus encouraged them, telling them what riches would be theirs when India was reached.

On the evening of the very next day, Columbus thought he saw a light moving in the distance. That night all was excitement on board the vessels. Early the next day, Friday, October 12, 1492, about two o'clock in the morning, Rodrigo de Triana, a sailor on the *Pinta*, shouted "Land!" This time there was no mistake about it. It was land indeed and it seemed to be about six miles away.

When daylight came, boats were made ready, and Columbus, the captains of the *Pinta* and the *Niña*, and some of the sailors, with the royal standard of Spain flung to the breeze, started for the shore of what now was seen to be a small island.

When Columbus landed, he took possession of the country in the name of Ferdinand and Isabella of Spain, and all the little company fell on their knees and gave thanks that they had been brought safely over the sea to this beautiful land.

As they stood upon the shore, copper-colored men and women met them. These people thought that Columbus and his companions were gods, and that the ships with their great white sails were huge birds. As offerings to the strangers, the natives brought fruits, balls of a kind of cotton thread, bright colored parrots, javelins, and, among other things, a few gold ornaments. Nothing, not even the curious fruits and dark-skinned men, charmed the Spaniards so much as the gold; for it was chiefly in hope of finding gold that they had braved the ocean's perils and crossed the unknown seas.

The natives gladly gave what they had brought, in exchange for beads, red caps, little bells, and cheap ornaments. They wore no clothes, but their faces and bodies were painted with black, blue, red, or such colors as they were able to get.

The men and women were excellent swimmers, and while the ships remained near the island they

would swim out to the vessels, bringing in their hands various articles, which they hoped to exchange for beads or trinkets. The Spaniards could not understand the language of the natives, but managed to get a good deal of information by means of signs.



LANDING OF COLUMBUS, EARLY MORNING, OCTOBER 12, 1492.

After the picture by Dioscora Puebla, the Spanish artist.

Columbus called the island San Salvador. It was one of the islands now known as the Bahamas, but which one of the group nobody is quite certain. Many believe it to be that one which is called Watling's Island.

Columbus was so sure that he had reached India

that he called the people Indians, and though it was soon known that he was wrong, they are still called Indians, and the islands are known as the West Indies.

He did not stay very long at San Salvador, for the natives had not much gold, and they told him by signs that it came from a land still farther west. Moreover, he had not seen any precious stones, nor had he reached the cities about which Marco Polo had written. So he continued his search.

For three months he sailed among the islands, seeing never a town, but still believing that he had come to India.

When he reached the coast of Cuba, he thought first that it was the mainland, and then that it must be the island of Cipango. He was also greatly disappointed in the quantity of gold that he found among the natives.

He was so much pleased with the island of Haiti, however, that he determined to build a city there. Through the carelessness of the pilot, the *Santa Maria* was wrecked, but out of its timbers a fort was built, to protect the little party of men that was to remain.

On Friday, the 4th of January, 1493, the two little vessels sailed for Spain. They met with terrible storms, and more than once Columbus and his men in the *Niña* despaired of seeing their homes again. The ships were separated, and Columbus,

fearing that the knowledge of his discovery would be lost, wrote out an account of what he had seen, wrapped in waxed cloth the sheets on which it was written, and put the package into a barrel, which was thrown overboard. If the ships were lost, there would still be a chance for his discovery to become known.

About the middle of February, the *Niña* reached the Azores. These islands belonged to the Portuguese, and the officials took some of Columbus's men as prisoners, and threatened Columbus himself. At length the men were set at liberty, and the *Niña* was left to continue her voyage. After touching at Lisbon, the ship entered the harbor of Palos on Friday, the 15th of March, 1493.

As soon as it was known that Columbus had come back, the bells were rung, the shops were shut up, and a great procession went to the church, to give public thanks for the success of the admiral.

In the midst of these rejoicings, the *Pinta* came into the harbor. The captain of this ship was greatly taken aback to find that Columbus was ahead of him; for he felt sure that the *Niña* had gone down in some great storm, and he was about to claim for himself the glory of having discovered the new lands.

When the ship arrived, the king and queen were at Barcelona, far away on the other side of their kingdom; and they sent for Columbus to come to

them. The long journey was like a triumphal march; the people everywhere turned out to see the hero pass, and to gaze at the Indians and the strange things which he had brought with him.



A CARAVEL OF COLUMBUS.

After the reconstructed model exhibited at the Columbian Exposition, Chicago, 1893.

He had a truly royal welcome from the king and queen. They raised him up when he would have kneeled, and made him sit down and tell them what he had seen and done. He showed them the natives and the curiosities and the gold.

There was not much gold, but Columbus assured their Majesties that, as the rich mines of Cathay and Cipango could not be far from the islands, wealth in abundance was within reach.

Columbus soon made ready to go on another voyage, for he wished to see how the little colony he had left was getting on, and he longed to sail still farther, until he should come to Cathay and Cipango.

Columbus made four voyages to the New World, and passed through many hardships: he was shipwrecked; his men mutinied; he suffered much. He sailed about the Caribbean Sea and discovered South America and Central America; but he never saw the mainland of North America, or knew that he had discovered a new world.

The Spanish colonists that came to the New World were a rough set; they did not want to work, for when they left Spain they thought that gold and silver could be had for the picking up.

Columbus was not a wise ruler, and his officers were jealous of him. Complaints of his severity and bad rule were brought back to Spain, and the king and queen sent a man to see how true these reports were. This man ordered Columbus to be seized, and sent back to Spain in chains. The chains were taken off as soon as he reached Spain, and the man who had treated him so harshly was punished; but Columbus was not restored to

his old rank. He made his fourth voyage after this, but died a poor man, and neglected by those for whom he had done so much.

He was buried in Spain, but about forty years later his body was carried to Haiti and interred in the cathedral there. When, about two hundred years later, that island was transferred to France, his bones were taken up and carried in state to Havana in Cuba. In 1898, when Spain was forced by the United States to give up Cuba, the bones of the great discoverer were carried back to Spain, and placed in the cathedral at Seville, January, 1899.<sup>1</sup>

#### OUTLINE.

In 1492, after many difficulties, Columbus set sail from Palos, Spain, to find a direct way across the Atlantic Ocean to India. After a voyage of more than a month he reached, not India, but America. He never knew he had found a new world. He died poor and neglected.

Tell the story of Columbus as a boy and as a sailor.

Tell what happened to him in Portugal ; in Spain.

How many ships did he have, and from what port did he start ?

Tell the story of the voyage ; the landing.

What did the Spaniards wish to find more than anything else ?

Tell the story of the return voyage ; how Columbus was received in Spain ; of his latter years and death.

<sup>1</sup> It is not at all unlikely that, through an error, the bones taken to Cuba were those of Diego, the son of Columbus. So it may be that the ashes of the great explorer still rest in Haiti.

## THE CABOTS.

THE news of the discoveries by Columbus quickly spread through Europe. John Cabot and his son

Sebastian, natives of Venice, Italy, were then living in Bristol, England. They were great sailors; so, as soon as they heard what Columbus had done, they also were eager to go on a voyage of discovery, and they fitted out a vessel in which to sail to the west.



SEBASTIAN CABOT.

After the picture ascribed to Holbein.

It was needful, in those days, to get leave of the king to go on such a voyage, for, unless a ship was under the protection of a king, it might be treated as a pirate. Henry VII., king of England, gladly gave them leave to go, and to have the use of any lands they might find, provided he should be the acknowledged owner of the lands. The king might very well do this, for the expedition did not cost him a penny.

The Cabots set out in 1497 from Bristol, and were gone about three months. Like Columbus they did

not find India, but, unlike him, they did find the continent of North America.

It is thought that they reached the coast of Nova Scotia and the island of Cape Breton. They went on shore and took possession of the land in the name of Henry VII. of England, and of Venice. They saw no inhabitants, but found some snares set for catching game, and a needle for making nets; these they carried off.

Their arrival in England caused great excitement. John Cabot "dressed himself in silk," says a man who was in England at that time; "and the English ran after him like mad, and called him 'the great admiral.'"

John Cabot longed to make another voyage, and the king, though he was miserly and disliked to spend any more money than was absolutely necessary, consented to help him.

This time he had five vessels. He probably took with him his son Sebastian. So little did men know about the Atlantic Ocean that the Cabots sailed first almost to Iceland, and then toward Greenland. They went so far north that they met with many icebergs and much floating ice.

Feeling sure that India could not be in that direction, they turned south. When near Newfoundland they saw "bears come down to the shore and catch fish with their paws." "The sea



THE COAST OF NEWFOUNDLAND IN WINTER 300 YEARS AGO.

After a drawing from nature by Lieut. A. Thompson, in "Bonnicastle's Newfoundland."

was so full of fish that the ships were hindered in sailing" — at least, this is the story they told.

The Cabots still kept on, ever sailing south, until, it is supposed, they reached Chesapeake Bay, and possibly the coast of what is now South Carolina. On this voyage they became satisfied that these shores were not those of India or of Asia, but of "a new-found land, lying somewhere between India and Europe." But no gold or silver, or jewels, or silks, did they find.

The English were disappointed, and, other matters taking their attention, it was nearly a hundred years before they thought much of what John Cabot and his son Sebastian had done. Then they claimed the lands which those brave sailors had discovered, because the Cabots had sailed under the English flag, and had taken possession of the country, so many years before, in the name of an English king.

An Italian sailor, Amerigo Vespucci, made several voyages to the New World. The account which he wrote was the first printed account of the new lands



AMERICUS VESPUCIUS.

After the picture attributed to Bronzino  
in the Massachusetts Historical Society's  
Gallery.

beyond the sea. From him the New World has been called America.<sup>1</sup>

*Lat  
Ame  
rica*

Nunc vero & hec partes sunt latius lustratae &  
alia quartâ pars per Americum Vesputium (vt in se-  
quentibus audietur) inuenta est: quā non video cur  
quis iure vetet ab Americo inuentore sagacis inge-  
nij viro Amerigen quasi Americi terram sive Ame-  
ricam dicendam: cum & Europa & Asia a mulieris-  
bus sua sortita sint nomina. Eius sitū & gentis mo-  
res ex his binis Americi navigationibus que sequuntur  
liquide intelligi datur.

#### FAC-SIMILE

Of that part of the page in the "Cosmographiae Introductio" (1507), by Martin Waldseemüller, in which the name of America is proposed for the New World.

### OUTLINE.

In 1497 John Cabot and his son Sebastian set sail from Bristol, England, and discovered the continent of North America, and claimed it for England. They made a second voyage, and sailed along the coast for many hundred miles. The New World is called America from Amerigo Vespucci, whose story was the first printed account of it.

Who were the Cabots?

From what country did they set sail?

Tell what they discovered.

Tell in whose name they took possession of the land.

Tell the story of the Cabots' second voyage.

How did the New World come to be called America?

<sup>1</sup> The Latin form of his name is Americus Vespuclius.



## THE GLOBE OF ULPPIUS, 1542.

## DE SOTO AND OTHER EXPLORERS.

In 1497, the same year in which the Cabots made their first voyage, Vasco da Gama, who was in the service of the king of Portugal, sailed along the coast of Africa until he came to the Cape of Good Hope. He did not stop, as others had done, but went round it, crossed the Indian Ocean, and reached a land which he found to be the true India.

The king of Calicut and other princes gave him rich gifts of gold, jewels, spices, and silks. After nearly two years' absence from Portugal, he returned, bringing with him these rich goods. It was Portugal, after all, and not Spain, that had discovered the way to get to India by sea.



VASCO DA GAMA.

The Spaniards continued to send out expeditions to the New World.

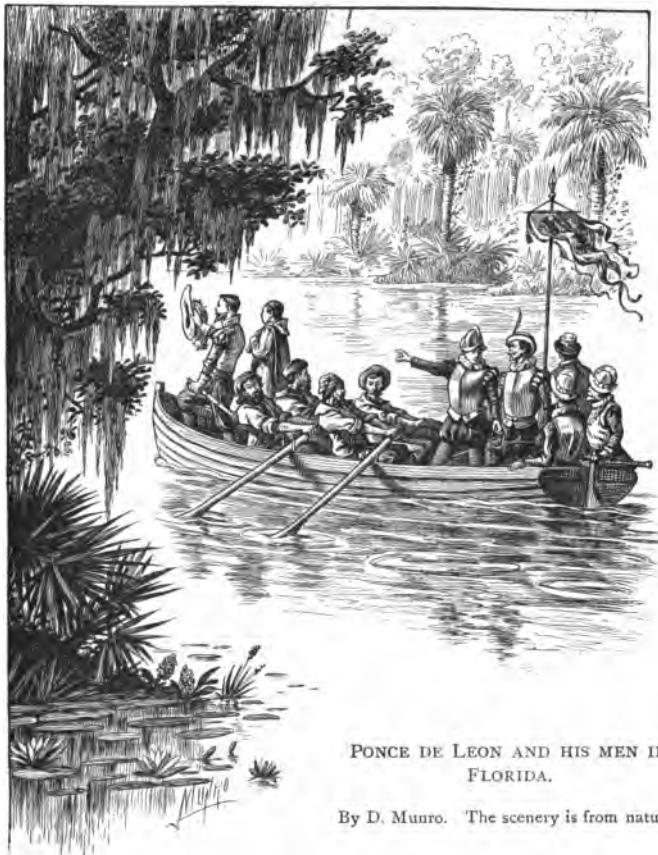
One of the most famous of these was the enterprise of Ponce de Leon. He had sailed once with Columbus; he had passed through many hardships in various countries; and he longed to be young and strong again. He believed in the fabled fountains of youth, one of which was supposed to be situated not far to the west of Cuba, and he resolved to seek it.



PONCE DE LEON.

After an engraving in "Herrera." Edition of 1728.

He left Cuba in 1513, and soon came to a land which he named Florida. He found there beauti-



PONCE DE LEON AND HIS MEN IN  
FLORIDA.

By D. Munro. The scenery is from nature.

ful trees and flowers, and rivers and streams, but no fountain of health, though he searched far and wide. Before long he left Florida. After

some years he came back, intending to establish a colony.

Soon after landing, his party was attacked by Indians, and many of the Spaniards were killed, De Leon himself receiving a wound from an arrow, from which he died within a few weeks.

Another brave Spaniard was Hernando de Soto. He, like so many others of his nation, set out in search of gold and adventure.



HERNANDO DE SOTO.

He had been in South America, but had come back to Spain. Hearing of the lands to the north, which seemed to promise so much, he sailed again for the New World, taking with him about six hundred men. This was in 1538.

De Soto went first to Florida, and, on landing, began at once to seek for gold. Whenever the Spaniards asked where gold could be found, the Indians always pointed toward the west; there, they said, was a land where it was summer most of the year, and there, too, were great quantities of gold; so plenty was it that men even wore golden shoes.

Such a land was just the place for which De Soto

and his companions were searching, and, with hearts full of hope, they set out to find this land of summer and of gold.

They wandered about in Florida for months — now pushing through forests and swamps, now crossing rivers, and now getting lost in wildernesses of vines and tangled thickets. Still the Indians pointed



A SCENE ON DE SOTO'S ROUTE.

From Charnay's "Ancient Cities of the New World."

west. Once De Soto's little army attacked an Indian village, seized a hundred men and women, and carried them off. The poor captives were made slaves; iron collars were clasped around their necks, and all the work of grinding maize and carrying the baggage was forced upon them.

De Soto and his companions were not discouraged by their failure to find gold in Florida. On and on

they went into the wilderness. They were hungry and thirsty; many were taken sick and died; sometimes bands of Indians made fierce attacks upon them; but nothing could turn De Soto back.

For three years they wandered on, until they came to a large stream, which the Indians called "The



DE SOTO'S DISCOVERY OF THE MISSISSIPPI.

After the picture by W. H. Powell, in the Capitol at Washington.

Great River," but which is now known as the Mississippi. The water was muddy; in the stream were many trees and branches carried down by the force of the current. It took the Spaniards thirty days to build two barges on which to cross the river. Still they went westward.

De Soto sickened and died. His illness and death were kept secret, through fear that the Indians, hearing of his death, would attack the little army. Finding that the Indians suspected what had happened, and fearing that they would steal De Soto's body, the Spaniards wrapped it in blankets weighted with sand, and at midnight carried it in a canoe to the middle of the great river, and sunk it in the stream.

De Soto's followers had now utterly lost heart, and longed to get back to their homes in Spain. They dared not attempt to return by the path along which they had come, but tried to find the nearest way to Mexico. After going some distance they lost all hope of being able to reach that country overland, and returned to the Mississippi.

There they spent the winter. They determined to build boats in which to float down the river to its mouth, wherever that might be. There was only one ship-carpenter to direct the work. They cut down trees for the timbers; they made nails out of the chains with which they had bound the poor Indian slaves; they made sails out of some rude cloth which they obtained from the Indians, and, after weeks of hard work, they were ready to start on their almost desperate voyage.

More than five years had gone by since they had left Spain; and now about three hundred, all that remained of that brave band of six hundred

Spanish adventurers, were embarking in these rude boats and in a few small canoes. It was a sad, weary, famishing company.

Their troubles were not ended, for on their voyage they were attacked by hostile Indians, who sunk some of their canoes, drowning twelve of their number.



MAP ILLUSTRATING SPANISH EXPLORATIONS.

In fifty-two days they reached the Gulf of Mexico, and learned that there was a Spanish settlement not far off. When they reached the place they went on shore, and, falling down, kissed the ground and gave thanks to God for their deliverance.

**OUTLINE.**

Vasco da Gama, in 1497, sailed round the Cape of Good Hope to India. Ponce de Leon sought the fountain of youth in Florida. De Soto searched for gold in Florida and the western wilderness. He discovered the Mississippi River, died, and was buried in its stream. His followers suffered great hardships.

Tell who found out the way by sea to India.

Tell the story of Ponce de Leon.

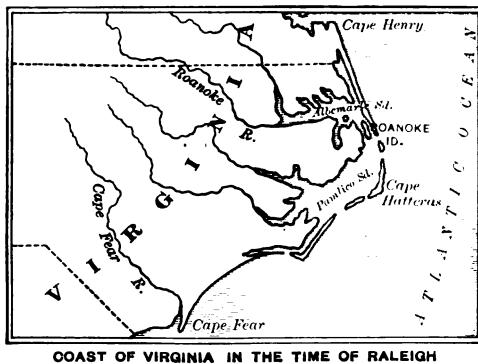
Tell the story of De Soto.

Describe his death and the hardships of his followers.

## DRAKE AND RALEIGH.

THE English did not begin to think much about the New World until some years after the great Elizabeth came to the throne.

England had fought with Spain, and had been victorious on land and sea. She had grown to be



a great seafaring nation. Her captains had sailed to the West Indies and to South America, and had captured many Spanish treasure ships.

The most daring of these captains was Francis Drake. On one of his expeditions he landed on the Isthmus of Panama, where from a tree-top he saw, for the first time, the Pacific. He was filled with longing to sail upon that ocean which no Englishman had yet visited. He returned to Eng-

land, however, and it was not until four years later, in 1577, that he set sail from Plymouth on his famous voyage. He started with five small vessels, well armed and fitted out for a long voyage. His chief aim was plunder. He sailed for the west coast of South America, where he hoped to get booty from the Spanish settlements, and to capture the Spanish ships laden with treasure from Peru. Queen Elizabeth herself was a partner in the venture.

His own vessel, the *Pelican*, passed safely through the Strait of Magellan; the other vessels either were lost or deserted him, and he searched for them in vain. He met severe storms, which drove him far out of his course. When fine weather came, he sailed to the north, touching at various places to get supplies and plunder.

At Valparaiso, he and his men surprised and captured a Spanish ship, the *Captain of the South*, and secured great booty. At another place they landed and found a Spaniard sleeping with fourteen bars of silver near him; they seized the silver and left the man asleep.



SIR FRANCIS DRAKE.

From the original oil painting at Buckland  
Abbey, England.



IN THE STRAITS OF MAGELLAN.

After the drawing by E. Whymper in Crawford's "Across the Pampas."

Thus they went on, capturing vessels and securing treasure. Hearing that a richly laden ship had recently sailed for Spain, they pursued and captured it with little difficulty, as the captain had no idea that an English ship was in the Pacific. On board this vessel were many jewels and precious stones, thirteen chests of silver coins, eighty pounds' weight of gold, and twenty-six tons of uncoined silver. It was one of the richest prizes that had ever fallen into the hands of a freebooter.

After this, Drake visited the coast of what is now California and Oregon, calling it New Albion. He then crossed the Pacific, rounded the Cape of Good Hope, and, after three years' absence, reached England safely with all his plunder, being the first Englishman to sail around the world. Queen Elizabeth received him with great favor, dined on board the *Pelican*, and made Drake a knight.

Sir Walter Raleigh was at this time one of the most noted men in England, and a great favorite with the queen. He was indeed a gallant gentleman, a brave soldier, and a daring sailor. The story goes that once, when he was a young man, he had spread his richly embroidered cloak over a muddy place in the road, so that Elizabeth might not wet her royal feet, and that this act of gallantry greatly pleased the queen.

It was not hard for Raleigh to gain the queen's permission to send out two ships, chiefly at his own

cost. The vessels reached what is now Roanoke Island, off the coast of North Carolina. This was about ninety years after the voyage of the Cabots.

The explorers found a number of Indians who were very friendly. When some of the men landed,



SPANISH TREASURE SHIP.

After drawings in the English State papers sent home by an English spy.

the Indian chief sent them every day deer, fish, melons, and the "corn of the country," which the English said was "very fair, white, and well tasted."

As Raleigh had sent out the ships only to explore, it was soon time to return. The explorers brought

back with them, among other things, buffalo and deer skins, a bracelet of "pearls as big as peas," and two of the natives.

When Raleigh heard the report of this expedition, he named the land Virginia, in honor of Elizabeth, who liked to be known as the Virgin Queen. After this voyage he styled himself "Walter Raleigh, soldier, lord, and governor of Virginia."

Raleigh sent out, the next year, 1585, about one hundred colonists to settle on Roanoke Island. These colonists had a hard time. Like so many others of the early days, they had gone out to the new country in the expectation of having an easier life than they had led at home; but they knew neither how to work nor how to adapt themselves to their surroundings.

When the great captain, Sir Francis Drake,



SIR WALTER RALEIGH.

After the picture in the collection of the Duchess of Dorset.

stopped at the island on his way home from the West Indies, though it was only about a year since Raleigh's colonists had left England, they were eager to go back with him. Drake tried to persuade them to remain, but a great storm arose, and leaving everything they hurried on board Drake's ships, which set sail for home.

Only a few days after they had gone, a ship, loaded with supplies which Raleigh had sent for his infant colony, arrived and found no one. Two weeks later, three more ships came, but of course no trace could be found of the colonists. Sir Richard Grenville, the commander, wishing to hold the place for the English, left fifteen men, with provisions enough to last them two years.

About a year later, a ship with more colonists came to look after the little band Grenville had left. When they landed they found no living person, but only some human bones lying on the ground. The houses which the first party had built were still standing, but in the roofless huts, melons were growing and wild deer were feeding.

Grenville had treated the natives with much harshness and there could be little doubt that the missing colonists had been murdered by the Indians, whose first kindly welcome had been met so ungraciously.

Soon after the arrival of this new band, a little girl was born on Roanoke Island,—the first child

born in America of English parents. Her name was Virginia Dare. Shortly after, the ships returned to England, leaving the little colony to itself.

England was at war with Spain, who was making every effort to crush her rival. Spain gathered together a great fleet, which she was so sure could never be beaten that she called it the "Invincible Armada."

Raleigh, in common with all other Englishmen, was now thinking of the defence of his country, and could not send out any aid to the colony. But soon the Armada was scattered by a great storm, and the great danger to England and English ships had passed away. Vessels were again allowed by the government to sail, and an expedition set out for Roanoke Island.

Three years had passed since anything had been heard from the settlers. When the vessels reached the place, the sailors blew with a trumpet and sang some English songs, but they received no answer. Not one of the colonists could be found. The houses had been taken down, and the whole place was desolate.

At last, on the trunk of a tree, the bark of which had been stripped off, they saw carved, in clear, well-formed letters, the word CROATOAN; that was the only trace that was found of the former colonists. All had disappeared, including the little Virginia Dare, and to this day no one knows certainly what

became of them. It is most likely that for some reason they moved to another island, called Croatoan. Here they doubtless had been attacked by the Indians, when some were killed and the others taken into captivity; for, many years after, stories were told of pale-faced persons living among the Indians.

It was a hundred years after the discovery of the New World, and still England had no permanent colony in America. Raleigh had spent a large fortune in trying to settle colonies, only to be sadly disappointed. But he was a man who put before himself the motto, "Do all things with thy might," so he tried again.

This time he sent out Bartholomew Gosnold to seek for Nurembega, as New England was called. Gosnold sailed northward, and landed on one of the islands near the mouth of Buzzards Bay. Here, in 1602, he built a fort, but it was soon abandoned. The name Elizabeth, which Gosnold gave to the island in honor of the queen, a name now borne by the whole group, is all that remains to tell of this effort of Sir Walter Raleigh.<sup>1</sup>

Sir Walter Raleigh's plans failed, but he was after all the pioneer in English settlement. He is remembered not only for his great perseverance, but also because to him, more than to any other person, Europe owes the early introduction of potatoes and tobacco.

<sup>1</sup> The island is now called Cuttyhunk.

Raleigh took the potatoes which one of his vessels brought, and planted them in the fields of his estate in Ireland. This was many years before the efforts of a French king succeeded in making the vegetable a popular one in Europe.

Raleigh, moreover, was the first to show Englishmen how the strange Indian plant tobacco was used. It is said that his servant found him one day smoking in his room, and threw a bucket of water over him, thinking him to be on fire.

#### OUTLINE.

England paid little attention to the New World for nearly a century. In 1577 Drake started on his voyage to seek plunder in the Pacific. He passed through the Straits of Magellan. He had great success. Was the first Englishman to sail round the world. Sir Walter Raleigh's attempts to colonize. Failed twice; at Roanoke Island, at Elizabeth Islands. Introduced potatoes and tobacco.

Tell the story of Drake's voyage ; its chief object.

Tell how far he sailed and how successful he was.

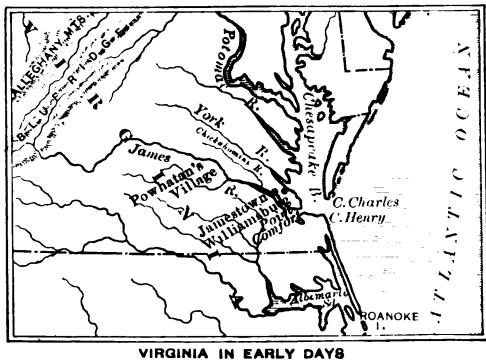
Tell the story of Raleigh's expeditions.

For whom did he name Virginia?

What plants did he introduce into Europe?

## VIRGINIA AND CAPTAIN JOHN SMITH.

ANGLO-SAXONS are not easily discouraged, and the failures of some did not keep others from trying their fortunes in the New World. There were many things to attract: boundless forests of fine trees; beautiful rivers and streams; wild animals without number, some of them good for food, others whose skins were valuable for their fur.



There were fertile fields, many wild fruits, and rivers and seas abounding with fish. Moreover, almost every one felt sure that somewhere in this wonderful country there must be an abundance of gold and silver.

The hope of finding these precious metals was

enough to make many willing to cross the ocean. Crossing the ocean in those days meant more than it does now, for the largest ships were small compared with those of our day. The cabins were small, close, and unhealthy; the rigging and sails were clumsy. There were no charts to guide the captains, no lighthouses to warn of dangerous shores, and no buoys to mark the rocks and shoals. Men felt that they were taking their lives in their hands when they started to cross the seas.

In the year 1606, two English companies were formed, for the double purpose of trading with the New World and of planting colonies in it. One was called the London Company, because most of those who belonged to it lived in or near London, and the other was called the Plymouth Company, because many of its members lived in or near Plymouth.

Efforts at settlement were now begun in earnest, and, in the same year, the London Company sent out three vessels with men who expected to stay in the New World. Strange to say, they took no women with them, just as if men could be contented to live any length of time without wives, or could have real homes without women.

It was a strange company. Of the one hundred and five men, only twelve called themselves laborers; about half said they were "gentlemen," which meant that they neither knew how to work nor wished to learn. There were four carpenters, only

one blacksmith, one bricklayer, one tailor, one mason, and two doctors.

The vessels left England in December, and it was May, 1607, before they reached Chesapeake Bay. The capes at its mouth they named Cape Charles and Cape Henry, for two sons of the king, and a point of land opposite the mouth of the



JAMESTOWN.

After the sketch made by Miss C. C. Hopley about 1857, showing the ruined church.

bay seemed so cheering after their long voyage that they called it Point Comfort. A beautiful river they called the James, after the king, and on its banks they began to build a town which they named Jamestown.

Among the colonists there was a young man who was called Captain John Smith. So many

stories have been told about him that one hardly knows what to believe. What we really know about him shows that he was no common man, and, if half that he says of himself is true, few men ever had more surprising adventures. Many of his stories are quite as strange as those of Sir John Mandeville and Marco Polo.

Captain Smith tells us that he ran away from home when he was a mere boy, that he became a soldier, and afterward a sailor. He was shipwrecked; he was robbed; at one time he was thrown into the sea, because those on board the ship thought that he had been the cause of a great storm. He says that he fought, single handed, three infidels, and cut off their heads.

At another time, he was taken prisoner by the Turks, and sold as a slave. He was then sent as a gift to a young Turkish lady,



CAPTAIN JOHN SMITH.

From the map in his "Description of New England."

who was attracted by his intelligence, and much moved by his misfortunes. Dreading lest her mother should see that she was getting fond of her slave, and fearful that he might be sold, she sent him to her brother, who proved to be a very hard master. He treated Smith cruelly, put an iron collar round his neck, and set him to work beating out grain with a club instead of a flail.

One day his master came along and struck him. This made Smith so angry that he raised the club he was using, and killed his master with it. Smith knew that there was nothing to do but try to escape, so he dressed himself in his master's clothes, leaped on a horse, and rode off as fast as possible. He managed to rid himself of his iron collar and to reach Russia; and, after many wonderful adventures, he came to England.

When Smith heard of the expedition about to start for Virginia, he thought that this was just the thing for him, so he joined the company that was going out. But his adventures were not ended, for on the voyage he was accused of mutiny, and was put in irons until the vessel reached America.

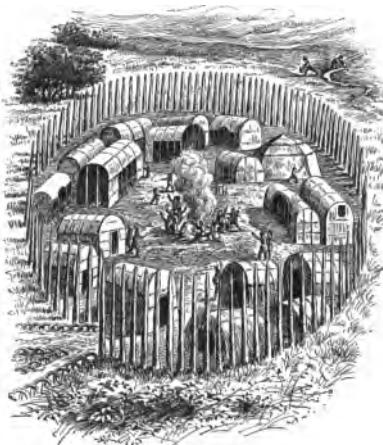
As soon as the company landed, Smith claimed the right to be tried; a trial was granted, and he was found innocent. No matter what happened to him, Smith never seemed to be cast down; his energy and self-reliance were equal to every occasion.

Though he was only twenty-eight years old, fond of telling marvellous stories, and certainly a good deal of a boaster, he appears to have had more common-sense than any one else in the company.

When the colonists arrived in America the weather was pleasant, and they were in no hurry to build houses, especially as that would be hard work, which they did not like. When the summer came, with its heat, so much greater than that of England, many were taken sick and died; the whole settlement, in fact, was like a hospital. When this trouble was over, a number of men concluded to go back to England, but, by encouraging some of them and threatening others, Smith managed to quiet their discontent.

Food was scarce, so Smith, with six or seven others, set out to try to get some corn from the Indians.

At first the Indians, knowing that the white men were hungry, offered only a handful or so of the grain in exchange for the



PALISADED INDIAN VILLAGE.

Algonkin village of Pomeiock, on Albemarle Sound, in 1585. After John Wyth, copied in Morgan.

articles which had been brought. Smith soon saw that there was little prospect of doing anything in the way of trade, and told his men to fire their guns. The noise and smoke frightened the Indians so that they ran off as fast as they could.

After a while the Indians returned, and with some difficulty an arrangement was made with them by which, in exchange for beads, copper, and hatchets, they brought the Englishmen venison, turkeys, wild fowl, and other articles of food. It was long since the settlers had had such a feast.

Men still thought that America was a narrow country from east to west, and that there must be somewhere a strait, or river, through which ships might sail to India. Captain John Smith hoped to find such a passage, and several times made excursions around Chesapeake Bay in search of it.

At one time, with a party he explored the Chickahominy River. He had some surprising adventures, and was captured by the Indians. He should have been killed, he says, had he not thought of his pocket compass. The moving needle which the Indians saw but could not touch, because of the glass cover, astonished them so much that they spared his life. But they did not let him go. He was led to a village where many Indians, who were gayly painted and strangely ornamented with skins and feathers, danced around him, yelling and screeching.

He was then taken to a long hut and closely watched. He was given plenty of food, but he was afraid to eat much, for he thought that they were trying to make him fat before the time came to kill and eat him. At last the principal chief decided to put Smith to death.

As Smith tells the story in one of his books, he was brought into a large hut, his head was placed on "two great stones," and the Indians had their clubs raised to beat out his brains, when the daughter of the chief, a girl ten or twelve years old, rushed out of the crowd, took Smith's head in her arms, laid her own upon it, and thus saved his life.

This is Smith's own story, but, as he said nothing about this incident until several years afterward, many think that it is one of the marvelous tales that he was so fond of telling. There is no doubt, however, that Powhatan and Pocahontas were real persons. Powhatan soon sent Smith back to Jamestown. He found the colonists in a bad way, and, had it not been for the corn which they got from the Indians, much of which Smith says was brought by Pocahontas, many must have starved.



POCAHONTAS.

From the famous portrait in Booton Hall, Norfolk, England, painted shortly before she died.

Pocahontas was not only the means of supplying the English with food, but more than once, when the Indians were about to make attacks, she gave warning, and thus put the colonists on their guard.

Pocahontas afterward married John Rolfe, one of the Englishmen. She visited England with her husband, and, after being made much of, was about to start on her return to America when she was seized with smallpox and died. She left a little boy, from whom several well-known Virginia families are proud to trace their descent.

The settlers were by this time almost completely discouraged, but soon more men arrived. These, however, were of the same sort as the first ship-load. Smith was now chosen president of the colony. He made a rule that nobody should eat who did not work. The so-called gentlemen did not like this rule at all, but they were forced by the others to obey, and, as long as Smith was at the head, affairs were in better condition. He was almost the only one of the early explorers who wasted no time in searching for gold and silver, and who saw the necessity of steady work.

In the spring of 1609, five hundred emigrants from England arrived, among them some women and children. Smith's rule seemed harsh, and he became unpopular. He claimed to have suffered some bodily injury; at any rate, he said he must return to England to have his wound properly

dressed. It is more likely that he was dissatisfied with the condition of affairs in the colony, and took advantage of a good excuse to get away.

After he left, affairs went on from bad to worse. There was no one to take Smith's place in dealing with the Indians, and they became very hostile. No food could be had. Fishes abounded in the



SHORES OF THE SOUND, ROANOKE ISLAND.

After a sketch from nature.

rivers and bay, but only one man seems to have thought it worth while to catch any.

In their desperation, the colonists ate all the animals they had brought with them, not only their dogs but also their horses. Then they ate rats, mice, and snakes. By June, 1610, there were only sixty men left of the five hundred of the year before.

Just when there seemed to be no hope, two little vessels made their appearance. They were vessels which had been built at the Bermuda Islands by a crew shipwrecked on the way to Virginia. They had plenty of provisions, which they had collected on the islands, and so the lives of the colonists were saved.

The settlers, however, thoroughly disheartened, determined to leave Virginia, and try to reach Newfoundland, or some place where they might find a way to get back to England. All had embarked in the little vessels, and were actually sailing for the mouth of the bay, when they met a ship bringing a new governor for Virginia, and more colonists. So they decided to turn back and begin life over again in America.

The London Company's Virginia business was poorly managed in England. Many persons had invested money, and complained that it was bringing no return. As the lands and goods were held in common by the colony, it soon came to pass that the lazy ones left all the work for the industrious to do, and many complaints came from the overworked colonists. The governor was harsh, and very likely unjust. In the colony there were few women; and real homes, without which a settlement cannot become a permanent success, were unknown.

Many young women were persuaded to go out to Virginia, the colonists paying their passage and

other expenses, and taking them for wives. As the number of men was far greater than that of the young women, the latter could do much as they pleased. For thirteen years, this way of supplying wives was kept up.

When there were homes in Virginia there was no more talk of returning to England; and as the colonists, meantime, found a very profitable crop in tobacco, they were more than willing to remain. Then, too, children and young persons were growing up who had never known England, and who loved the free life of the new country.

#### OUTLINE.

The hope of finding gold and silver made many cross the ocean. In 1606 two English companies were formed for trading and colonizing. The colonists were ill-fitted for their life. They reached Virginia in 1607 and founded Jamestown. Captain John Smith, the clearest-headed man. His life. Story of the sufferings of the colonists, and what he did to help them. Powhatan and Pocahontas. Further history of the colony.

Tell what two companies were formed for colonizing America ; the kind of men who went out.

When did the ships reach Virginia, and what town did they establish?

Give the story of Captain John Smith's life.

What did he do for the colony?

Tell the story of Pocahontas ; of the colonists after Smith left.

## HENRY HUDSON.

THE Dutch, at the beginning of the seventeenth century, were great sailors and traders. No country in the world owned more ships than did Holland. The Dutch had a large trade with the East Indies, and longed for a shorter route to these regions. They were of the opinion that such a route could be discovered, either by sailing to the north of Europe, or else by finding a passage through the continent of North America.

They wanted a sea captain to take charge of an exploring expedition, and they looked about for one who had sailed in the northern and western seas. Hearing of Henry Hudson, an English sailor who had made some daring voyages, they sent for him.

Satisfied that he was the kind of man they wanted, they gave him the command of a small ship called the *Half Moon*, in which to search for the desired "Northwest Passage," or some other short route to India.

Henry Hudson first sailed along the coast of Norway, passing North Cape; but he met with so much ice that he had to turn back. This did not discourage him. He had received from his friend,

Captain John Smith, a letter which said that there was a strait north of Virginia which would lead to the south seas.

Hudson turned his vessel westward across the Atlantic, and, passing near Greenland, reached the shores of Newfoundland. He then sailed to



MAP TO ILLUSTRATE HENRY HUDSON'S VOYAGES.

the south as far as Chesapeake Bay, but he saw no strait. Turning north, he came to Delaware Bay, but finding that this was not the passage of which he was in search, he pushed on still further north, scanning the shores very closely as he went. At last he came to an opening in the coast, which he thought must be the long-sought passage to India. The waters of the stream were salt. Con-

vinced that this was the strait of which Captain John Smith had written, Hudson, for a hundred miles or more, sailed up the beautiful river which now bears his name.

The *Half Moon* was often visited by Indians. Around New York Bay and the lower part of the river most of them were unfriendly, but there were some who came in canoes to exchange tobacco and maize for knives and beads. At one time, twenty-eight canoes full of men, women, and children were around the *Half Moon*.

Hudson seized two Indians, intending to keep them, but one day they slipped quietly out of one of the port-holes of the vessel, dropped into the water, and swam off. When they had gone some distance they scornfully hailed the ship, making fun of the sailors.

Farther up the river the natives were very friendly, and brought tobacco, venison, and skins to the strangers. Hudson went on shore and visited an Indian chief, who made for him a great feast of roast pigeons and roast dog. The chief invited Hudson to stay all night, and broke his arrows to show that he meant no harm to his visitors. But Hudson thought that the cabin of the *Half Moon* was a safer place in which to sleep than the hut of an Indian chief.

Greatly to Hudson's disappointment, the river now proved to be too shallow for his vessel, and he

was forced to give up all hope of reaching India in that way. He returned to England in November, 1609, and went thence to Holland to report his failure.

He gave, however, such attractive accounts of what he had seen, and especially of the furs which



THE "HALF MOON" AT THE HIGHLANDS.

After the painting by T. Moran.

could be obtained from the Indians in exchange for mere trifles, that the Dutch sent out men to trade with the Indians.

Hudson now started on another voyage in search of a northwest passage to India. He went far to the north, and discovered the great bay which has been named for him. He spent three months in exploring the shores of this bay, and then, before

he could get away, his vessel was caught in the ice, and was held fast for more than seven months.

Soon after the ice broke up, Hudson's men mutinied, and seizing him and his son and six other men, who were sick or unfit to work, put them into an open boat. They were given a little food, some powder and shot, and then set adrift. One other man joined the castaways of his own accord. The little boat soon disappeared among the floating ice.

The mutinous crew suffered extreme privations, and many of them died. The survivors made their way out of the ice after a time, and, having met a ship which came to their assistance, finally reached Ireland. As for Hudson and his eight companions, nothing more was ever heard of them.

#### OUTLINE.

The Dutch wished to find a passage to India and employed Henry Hudson. He sailed to Newfoundland, and along the coast to Chesapeake Bay ; turned back and discovered New York Bay and Hudson River ; returned to Europe ; started on another voyage and discovered Hudson's Bay, where he met his death.

Why did the Dutch employ Hudson?

Tell the story of his first voyage ; of his discoveries.

How did he meet his death?

## THE PILGRIMS.

THREE hundred years ago it was commonly thought that men and women should worship God in the way that the government of their country thought best. If any one refused to do this, he was punished : he might be made to pay a fine, his goods might be taken away from him ; he might be sent out of the country away from his home and friends, and forbidden to come back ; he might even be sold into slavery, or something very much like it.

It may be hard to believe that England treated her own people thus, but even the great Queen Elizabeth held that all men should conform; that is to say, they should act alike in religious matters.

Now in England there were good men and women who believed that there were many things in the church services which ought to be given up, in order that the worship of God might be more simple, or pure, as they liked to say. Because these people wished to purify the church service, they came to be called "Puritans."

Others thought that the only thing to do was to leave the church or separate from it, so that they could worship as they thought right. Neither the "Puritans" nor the "Separatists," as these latter

were called, believed that the king of the country should be the head of the church.

A little band of "Separatists" was accustomed to meet at a small village, not far from the centre of England, called Scrooby. They were watched day and night, and some were seized and put into prison.

Sadly they came to see that, if they wished to keep on in their way of worship and belief, they should have to leave their homes and seek another country in which to live. Hearing that in Holland there was freedom of worship for all men, they resolved to go there.

The very same year in which Captain John Smith went to Virginia with the Jamestown colony, this little band of men and women began their journey to Holland. They hired a captain to take them in his vessel across the North Sea. They were to start from old Boston in Lincolnshire.

The captain did not meet them as he had promised, but kept them waiting a long time in uncertainty. When he did come, he took them on board the ship at night. Now they thought they were off at last, but the captain had told the king's officers all about them, and before the ship put to sea, the officers came on board, seized the would-be emigrants, put them into an open boat, and there searched them in a very rough manner, to see if they had any money.

Deprived of their money, books, and other goods,

the poor emigrants were then cast into prison. After a month or so, most of them were set free, though others were detained still longer.

The next spring some of these "Separatists" tried again to get away. This time they engaged a Dutch captain to carry them to Holland. All was



A HOUSE IN LEYDEN.

As it was in 1620.

going on well, a number of men were already on board and hope was high in their hearts, when some armed men were seen approaching the water-side. As soon as the Dutch captain saw them, he hoisted his sails and went off, parting husbands and wives, parents and children.

It was a sad company on board the ship, but it was a sadder company on the shore. Most of those who were left were women and children, for

the husbands and fathers had reached the shore first, and many of them had gone on board the ship.

The English magistrates did not know what to do with the women and children. These people had no homes to which they could return; they could not well be sent to prison for wishing to accompany their husbands and fathers; and so

after they had been sent from place to place, the magistrates were glad to get rid of them, and allowed them to go to Holland as best they might.

Here, some at

one time and some at another, they met with their friends and loved ones.

The emigrants went first to Amsterdam, and then to Leyden. After staying in Holland eleven or twelve years, they began to talk of removing to another country. The dreary life they led kept others from joining them; and many were growing old.

It was bad for their children because of the temptations which surrounded them, and because



LEYDEN.

From a bird's-eye view dated 1670. The bell tower marks the spot where John Robinson, the pilgrim's pastor, was buried.

they could not be educated as their parents had been. The people among whom they lived spoke a different language, and it was not to be expected that boys and girls would grow up English boys and girls in Holland. Lastly, these earnest exiles longed to spread the Gospel in the far-off parts of the world.

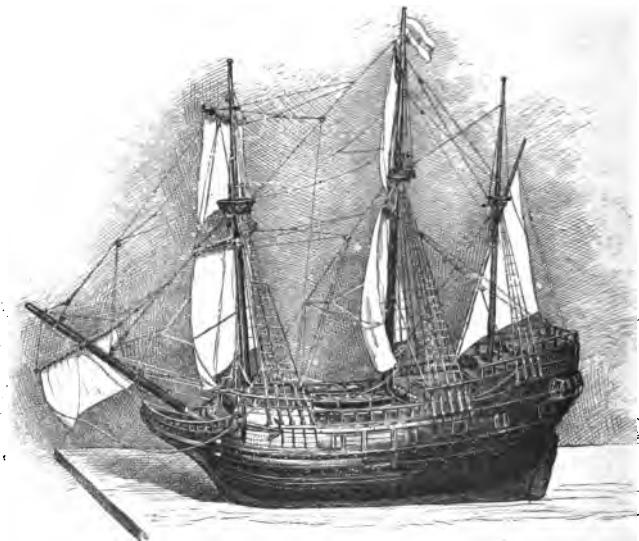
No country seemed to offer so many advantages as did that part of America known as Virginia. There they would be under the English rule; there only the English language would be spoken; and in an English colony their children could grow up to manhood and womanhood, knowing only English customs and English home life.

It was true that their little flock had been compelled to leave England, but they had some reason for thinking that King James would grant them liberty and freedom of religion in that far-off land. It was a long time before anything could be arranged, but at length leave to plant a colony in America was obtained from the London Company. When the time came to go, only about one-third of the members of the church at Leyden started, for sufficient money could not be raised to take them all.

The Pilgrims, for such they felt themselves to be, went first to Delfthaven, where their honored pastor, John Robinson, took leave of them with a loving farewell. They sailed to Southampton, and from

that place, August 5, 1620, two small vessels, the *Mayflower* and the *Speedwell*, set sail with the little band of emigrants.

Well might these men and women be called Pilgrims. They had gone from England to Amster-



MODEL OF THE "MAYFLOWER."

In the National Museum at Washington.

dam, from Amsterdam to Leyden, and now they were on their way to wild and unknown lands beyond the great ocean, hoping to find a place where they might worship God as they thought right, and where they might bring up their children in His fear.

The two ships had not gone far, when the *Speed-*

*well* was found to be leaking so badly that both vessels put back to Plymouth. The *Speedwell* was left behind, and many of her passengers were crowded into the *Mayflower*, which set sail September 6.

It was a long and stormy voyage; nevertheless they held on their way. The *Mayflower* got far

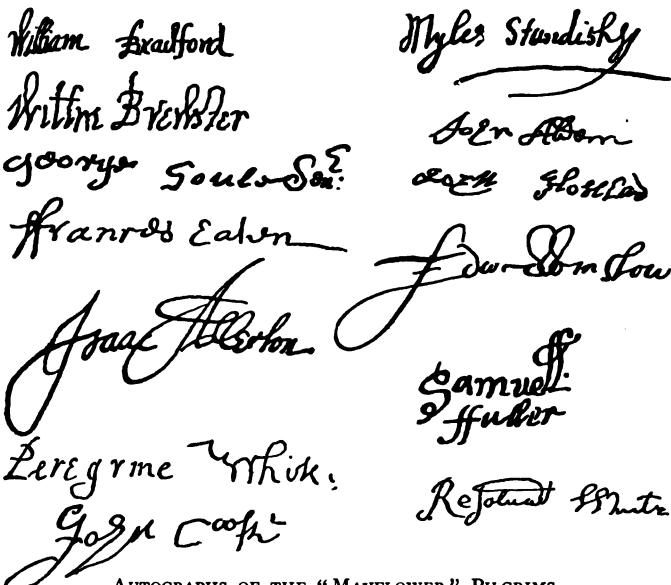


PLYMOUTH BAY IN MIDWINTER 280 YEARS AGO.

out of her course. The Pilgrims had expected to land near the Hudson River, but the first land they saw was Cape Cod. They went southward, but in a few hours met with so many shoals and breakers that they turned back, and took refuge near the end of Cape Cod, in what is now known as Provincetown harbor. Here they cast anchor, November 11, 1620.

There were one hundred and two passengers in all. One had died on the voyage, but a child was born before they landed, so the number was just the same as when they started.

While the *Mayflower* was in the harbor and



AUTOGRAPHS OF THE "MAYFLOWER" PILGRIMS.

before any one went on shore, the Pilgrims drew up some rules by which to govern themselves.

This paper, called the Mayflower Compact, they all signed, and then they chose John Carver to be their governor for the first year. Here, then, in the little cabin of the *Mayflower*, in the harbor of Cape Cod, was "government of the people, by the

people, for the people," begun in America. It is not likely that the Pilgrims at the time thought of anything more than making rules to keep good order among themselves.

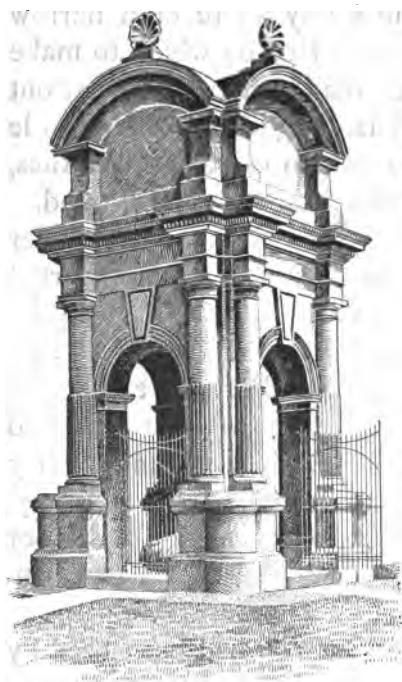
It was clear that the sandy shore of a narrow tongue of land was not the place on which to make a settlement, and several small parties were sent out to seek for some good landing-place. Meanwhile many went on shore, the women to wash the clothes, and the others to walk about on the solid ground.

A little exploring party set out in a boat under the lead of Captain Myles Standish, a stout-hearted soldier who had joined the Pilgrims because he liked their ways, though he was not a church member. After sailing some distance along the coast, they came opposite a place which seemed to be just what they wanted. As it was Sunday, they rested all that day on an island. The next day, December 21,<sup>1</sup> 1620, they went across the harbor and landed on a rock, now so well known as Plymouth Rock.

They found cleared land which had been used by the Indians as corn-fields, a brook running at the foot of the hill, and many springs of water. Very near the shore were hills from the tops of which they could see a great distance, and on which they could plant cannon for their protection.

<sup>1</sup> December 21 is the correct date; through an error December 22 is usually celebrated as the anniversary.

Captain John Smith had once visited the place; on his map of New England he called it Plymouth, and as old Plymouth was the port in England from which they had sailed, the Pilgrims kept the name.



PLYMOUTH ROCK.

From a photograph. The monument covers the spot on which tradition says the Pilgrims landed.

Myles Standish and his party went back with the good news, and before long the *Mayflower* had cast her anchor in the harbor. The Pilgrims chose a spot under a high hill, close to the shore, for the site of their village, and set to work at once to build small houses.

Many of the Pilgrims were sick, chiefly from the bad food they were forced to eat on the voyage, and also from the wet and the exposure they

had experienced after reaching Cape Cod. Notwithstanding the mild weather, about half of their number died during the winter, and their bodies were buried on the hill just above the rock on

which they had landed. The graves were levelled, so that the Indians might not see how many had died.

Part of the time there were only six or seven well persons, but these spared no pains to help those who were in need. William Brewster, their revered elder,



PILGRIM FORT AND MEETING-HOUSE.

and Myles Standish, their captain, were two of the most active. They attended to the sick, prepared their food, washed their clothes, cut their firewood, and performed cheerfully and willingly the most humble services.

At length spring came. Early in March the birds sang in the woods, the trees and shrubs began to bud, and the poor Pilgrims felt that the worst of

their troubles were over. The *Mayflower* set sail on her return voyage in April, 1621; but though they had suffered so much, not one of the Pilgrims wished to go back on her.



PEREGRINE WHITE'S INLAID CABINET.

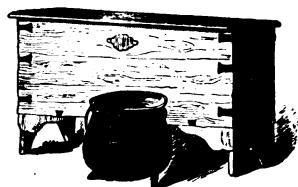
In Pilgrim Hall, Plymouth.

The Pilgrims had been afraid of attacks by the Indians. The smoke of Indian fires had been seen, and once the tools of Myles Standish and another man who had been working in the woods were stolen in their absence; but no attack had been made.

One day in March an Indian walked boldly into the village, greatly alarming the colonists; but they were glad to hear him say in English, "Welcome!"

He said his name was Samoset, and that he had learned a few words from some English fishermen whom he had met farther north. He also told them that a great pestilence had raged among the Indians about four years before, and that most of those who had lived near the place where the Pilgrims had landed were dead.

A few days later Samoset came again and brought with him an Indian named Squanto, who,



BREWSTER'S SEA CHEST AND STANDISH'S IRON POT.

In possession of the Connecticut Historical Society at Hartford.

he said, was now the only survivor of the tribe which once had lived near Plymouth. He had been carried away captive by some sailors, had been in London, and had learned to speak English. He came back to America, joining a tribe of Indians who lived thirty or forty miles west of Plymouth. Massasoit, the chief of this tribe, Squanto said, was near by with sixty men, and would soon visit the English. In about an hour Massasoit and his warriors showed themselves on the top of a hill not far off.

At first the English were afraid of the Indians, and the Indians were afraid of the English; but by the help of Squanto the parties came together, and a treaty of peace and friendship was made between Governor Carver and the chief, Massasoit, which was kept for more than fifty years.

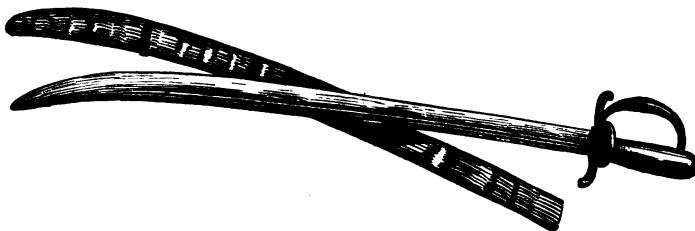
The Indians had their faces colored black, red, and yellow. Some were ornamented with crosses or other signs. Some were clothed in skins, and some were without clothing. Massasoit's face was painted red, and was well greased. He had a great chain of white bone beads around his neck. Tied to this chain was a bag of tobacco which he smoked himself and offered to the English.

Squanto was much pleased with the Pilgrims,



PLATTER AND KETTLE  
OF MYLES STANDISH.

and after a while came to live with them. He showed them where fish and clams were plentiful, and taught them to plant corn with two or three dead fish in every hill to make the ground rich. He also acted as their interpreter and guide. He liked to make himself important; to frighten the Indians he used to tell them that the English kept the plague buried in their storehouse, and that they could send it out against any one without



THE SWORD OF MYLES STANDISH.

In Pilgrim Hall, Plymouth.

stirring from their houses. On the whole, he was a good friend to the Pilgrims, and when, after living with them a little over a year, he died, there was real sorrow in the colony. Before his death he asked Governor Bradford to pray that he might go to the Englishman's heaven.

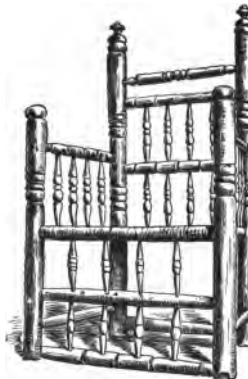
After the first year's crops had been gathered in, Governor Bradford and the Pilgrims had a public Thanksgiving, the first in America. Massasoit, who visited them at this time, joined them with his

men, who brought five deer, and these with wild turkeys, which the Pilgrims had already shot, made a grand feast. For three days they feasted together; the Pilgrims rejoiced over their harvest, thanked God, and took courage.

When the hunting season had passed, want again stared the Pilgrims in the face. Thirty-five settlers



GOVERNOR CARVER'S CHAIR.  
In Pilgrim Hall, Plymouth.



THE CHAIR OF JOHN ELIOT, THE  
APOSTLE TO THE INDIANS.

had come from England, but had brought no supplies with them. These newcomers nearly doubled the number of the little band, which was now far too large for the small stock of provisions laid by for the winter.

It was impossible to get much from the friendly Indians. Each person, therefore, was given only half the usual amount of food. The Indians, finding out their weak condition, began to threaten them.

Canonicus, the chief of the Narragansetts, sent a messenger "with a bundle of arrows tied about with a snakeskin, which their interpreter told them was a threatening and a challenge."



PILGRIM MONUMENT AT PLYMOUTH.

"National Monument to the Forefathers.  
Erected by a grateful people in remembrance of their labors, sacrifices, and sufferings for the cause of civil and religious liberty."

to plant the crops. All through the springtime and early summer the Pilgrims were almost starving, and it was not until the harvest came that they were free from want.

Myles Standish was a brave man, ready to fight,

The governor was not frightened, but sent back the snakeskin full of bullets, telling the Indians that if they would rather have war than peace, they might begin when they would. Canonicus, the chief, was so afraid of the bullets that he sent them back to Plymouth, and made no attack.

There was abundance of fish in the streams and in the sea, but for lack of nets and fishing tackle few were caught. The strongest men of the colony were weak from hunger, and were hardly able

ready to go on dangerous journeys, and ready to sail the stormy seas. He was, indeed, a most useful man to the little community, for he not only helped to protect the Pilgrims at Plymouth, but he also went on trading expeditions to various parts of the coast for furs and even crossed the ocean to buy supplies for the colony, and to look after its interests.

He lived to be an old man and to have the satisfaction of see-

ing the colony grow and flourish. For many years his home was at Duxbury, on the opposite side of the bay from Plymouth; a hill which he owned is still called "The Captain's Hill," and on it is a tall monument in honor of the brave man.



THE MYLES STANDISH HOUSE AT DUXBURY.

Built in 1666 by Alexander, Myles Standish's eldest son.

#### OUTLINE.

In order to gain liberty of worship, a band of "Separatists" left England and went to Holland. After about twelve years they concluded to go to America. They sailed in the *Mayflower* and reached Cape Cod December, 1620. They settled at Plymouth. They suffered greatly during the first winter, and more than half their number died. Their captain was Myles Standish, a brave man. They had little trouble from the Indians.

Who were the Puritans? the Separatists?

Tell the story of the Separatists in England; how they went to Holland.

Why did they wish to go to America?

Tell the story of the voyage to America in the *Mayflower*.

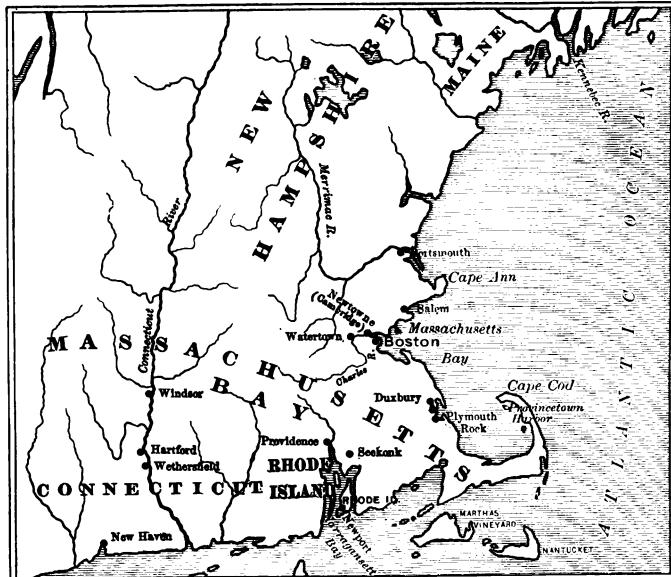
Why were they called Pilgrims?

Where did they land?

Tell the story of their first winter in America.

Describe Myles Standish, and tell what he did.

Tell the story of Squanto; of the first "Thanksgiving."



THE LAND OF THE PILGRIMS AND PURITANS.

## THE PURITANS.

IN 1630, just about ten years after the Pilgrims had come to Plymouth, five or six ships sailed into the harbor of Naumkeag, afterward known as Salem. They brought two hundred Puritan colonists. Everything was as different as possible from the landing of the Pilgrims at Plymouth.

It was in early summer. "Every hill and dale and every island was full of gay woods and high trees," and flowers were blossoming in abundance. The very land seemed to welcome them. It was the strongest company of emigrants that had yet come to the New World. In the next year eight hundred more arrived.

These men and women crossed the sea to make for themselves homes; they were willing to work, and expected to work hard. Their purpose in coming was to find a place where they could worship God in the way which they thought right; where they could manage their affairs to suit themselves; where they could have their own laws; where in new homes it would be possible for every one to better his condition.

More Puritans kept coming over to Salem, and the surrounding country began to be settled. Some

of the immigrants were not satisfied with Salem, and looked about for a more attractive place. This they found in Massachusetts Bay, on a peninsula called by the Indians Shawmut, and by the Englishmen Tri-mountain, from the three hills upon it. There was plenty of fresh water, and pasturage for the cattle ; and, as it was connected with the mainland by a narrow neck, it could easily be defended in case of danger.

The settlers always retained a warm affection for their old homes in England, and gave the names of

many English towns to the new villages in America. So this new settlement was soon named Boston, after old Boston in England, from which place or its neighborhood many of the colonists had come.

The Puritan colony was known as that of Massachusetts Bay. Its first resident governor was John Winthrop, a

highly educated, wealthy gentleman, who emigrated with his family from England to seek a home in the New World.

The Puritans were a band of hard-working, God-



JOHN WINTHROP.

After the original in the Massachusetts  
Senate Chamber.

fearing folk. All worked ; those who were rich because they thought it was right, and those who were poor because they did not wish to be dependent, and because work was necessary for their support. They began at once to lay out farms, and to plant the seed which they had brought with them from England.

Governor Winthrop set a noble example. Religion was interwoven with his whole life. He



PINE TREE SHILLING.

planted and traded, sowed and built, governed and fought, loved wife and children and neighbors in the fear of the Lord. He was sometimes narrow-minded, and even bigoted, but this was due rather to the nature of the times than to his own character, which was better and broader than that of most public men of his day.

He built and launched the first sea-going vessel in New England. She was named the *Blessing of the Bay*, and was the forerunner of the great fleet of vessels which has done so much to make New England rich and prosperous.

It seems very strange to us that the Puritans who

had left England to find a place where they might have freedom for themselves were not willing to give freedom to others. They wished to be let alone by those who did not think as they did, but they had no intention of letting others alone on the same conditions. They were determined to have the whole colony, as far as was possible, think in the same way in religious and church matters.

Roger Williams, a young Englishman, arrived in Massachusetts during the winter of 1631. After a while he was chosen to be minister of the church at Salem. Roger Williams believed in religious liberty for every one. The Puritans believed in religious liberty for themselves. Roger Williams believed that laws should relate to a man's actions, and that he should be free to think as he liked. The Puritans believed that laws should be framed to punish a man for thinking, or saying, as well as for doing anything of which the colony disapproved.

Williams refused to agree with the Massachusetts Puritans that religion was the chief business of the civil magistrate. He refused to uphold a law compelling every one to go to church. Soon he came to be regarded as a very dangerous person, and was told that it would be better for him to leave Salem. Still he kept on boldly denouncing the colony.

When he said that the king of England had no right to give the land of the Indians to the colonists, the leading men of Boston and of the neigh-

boring towns thought it was high time to arrest him and send him out of the country, as had been done with other troublesome persons.

Hearing of this, Williams made his escape into the forest. The snow was on the ground, and it was bitterly cold, but he pushed on until he reached the home of Massasoit, the friend of the Pilgrims. This chief received him very kindly and took care of him for the rest of the winter.

In the spring, Williams began a settlement at Seekonk, just within the territory of the Plymouth Colony. Later, with five other men, he went farther down the river; as they rowed along, some Indians called out, "What cheer, ne-top?" "How are you, friend?" Encouraged by this welcome the little company turned the boat toward the shore and landed on what is known as "Slate Rock." But they embarked again, and rowed on until they found an attractive place where there was a good spring of water.

Williams determined to begin a settlement here. He bought land of the friendly Indians, and distributed it among the settlers. He named the new settlement "Providence," on account, as he said, of "God's providence to him in his distresses."

Here, for the first time in the world's history, was there perfect liberty of thought. Roman Catholics and Protestants, infidels and atheists, were all protected, and no man suffered for his opinions.

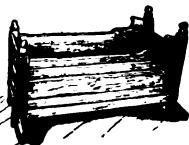
Settlers soon came and established themselves on the island of Rhode Island, and the whole colony was later known as Rhode Island and Providence Plantations. The Puritans looked upon it as a dangerous place, where heretics and lawless persons took refuge; but notwithstanding this the colony flourished.

Roger Williams, though he had been banished from Massachusetts, did not cherish ill feeling

toward those who had caused him to leave his home and seek another in the wilderness. Once he learned

that the Pequods, an Indian tribe in what is now Connecticut, were doing their best to persuade the Narragansett Indians to join them in an attack upon the white settlers in Massachusetts.

At the risk of his life, he went to the council of the Narragansetts, prevailed upon them to refuse to join the Pequods, and thus saved Massachusetts from the horrors of an Indian attack.



CRADLE AND CHAIR OF THE TIME OF THE PURITANS.



AN OLD HOUSE IN SALEM, MASS.

Roger Williams was a robust and vigorous man ; when he was seventy-three years old, he rowed himself in an open boat over thirty miles on Narragansett Bay to hold a discussion with some Quakers at Newport. He was a man of very decided opinions and sometimes used strong language, but he never persecuted any one. He was perhaps the first man to proclaim entire civil and religious liberty.

#### OUTLINE.

In 1630 two hundred Puritan colonists landed at Salem, Massachusetts. They came to find homes and a place where they could worship God as they wished. They were hard-working, God-fearing people. The Puritans wished everybody to think and act alike in religious matters. Roger Williams believed that church and state should not be joined together. He was threatened with arrest. He fled into the wilderness, and founded Providence, where he gave perfect liberty to thought and action.

- Where did the Puritans land ?
- How many came the first year ?
- Why did they come ?
- Describe the Puritans.
- Describe John Winthrop.
- Tell the story of Roger Williams.

## LORD BALTIMORE AND MARYLAND.

THE Pilgrims and the Puritans were not the only persons who wished to find a land where they could worship God as they pleased. The Roman Catholics were not allowed to have churches in England, and were persecuted in various ways.

Among the wealthy English Roman Catholics was Sir George Calvert, better known as Lord Baltimore, the latter name coming from a small town in southern Ireland. He was brought up a Protestant, but became a Roman Catholic. He wished to found a colony where his Catholic brethren would be secure from interference.

In 1621, Lord Baltimore, ignorant of the length and coldness of the winters, founded a colony in Newfoundland. Later he himself went out intending to remain, but the severity of the climate convinced him that he must seek some warmer country if his plans were to succeed. He went to Virginia to see what could be done there; but, as he was a Catholic, the Virginians did not welcome him. He next applied to the king, Charles I., who willingly granted him lands on Chesapeake Bay north of the river Potomac. The king named the colony Maryland after his queen, Henrietta Maria.

Sir George Calvert died before his charter was ready, and the king gave it to Sir George's son, Cecilius or Cecil, who became the second Lord Baltimore. No one in the colonies had been given such extensive powers. He was almost a monarch, for he was required only to give the king two Indian arrows every year, and one-fifth of any gold and silver that might be found, and to make no laws contrary to the laws of England.

The first band of colonists, about two hundred in number, under the leadership of Leonard Calvert, a younger brother of Lord Baltimore, sailed from England in two vessels named the *Ark* and the *Dove*. The company reached the mouth of the Potomac River in March, 1634, and landed on a small island. There they cut down a tree, and made a cross which they set up; then they kneeled before it, and gave thanks for having been brought safely to their new home.

The colonists soon went over to the mainland. They treated the Indians justly, buying land of them and paying for it with axes, knives, and other .



CECILIUS CALVERT, LORD  
BALTIMORE.

*After a portrait preserved in the British Public Record Office.*

articles pleasing to the natives. The Indians gave up part of their village to the strangers and furnished them with corn to plant. The colonists built a little town which they called St. Mary's, because they had landed on the day named in honor of the Virgin Mary.

The laws made in Maryland were liberal, and for years that colony was one of the freest places in the world. Puritans and Episcopalians, Catholics and Quakers, came to Maryland to find peaceful homes. But even there infidels and Unitarians were alike unwelcome, and could have no privileges.

#### OUTLINE.

Lord Baltimore wished to found a colony for Roman Catholics. He tried Newfoundland; the climate was too cold. King Charles granted him lands on Chesapeake Bay. He named the colony Maryland. He died, but his son Cecil carried out his plans. His laws were liberal, and, except Rhode Island, Maryland was the freest of the early colonies.

Tell how Lord Baltimore came to found a colony.

After whom was the colony named?

How much power did Lord Baltimore have?

Tell the story of the first band of colonists.

Was there perfect freedom for religion in Maryland?

## KING PHILIP'S WAR.

MASSASOIT, the friend of the Pilgrims and of Roger Williams, had two sons,—Wamsutta, who was called by the colonists Alexander, and Metacomet, who was called Philip or King Philip. When Massasoit died, Wamsutta became chief of the tribe. The governor of Plymouth sent some soldiers to bring Wamsutta to Plymouth because it was reported that he was thinking of making an attack upon the English. Wamsutta was unfortunately taken sick while at Plymouth. The Indians thought that he had been poisoned by the English, and as he died shortly after his return, they became convinced that foul work had been done.

From various causes the neighboring Indians grew more and more hostile. They claimed with some justice that the English made them drunk and cheated them of land. They tried to arouse other tribes to join them in attacking the English.



KING PHILIP.

Belt and ornaments correctly shown.

At one time they found some Indians who had warned their own English friends of the danger, and they seized the traitors, as they called them, and put them to death.



INDIAN WEAPONS.

After Catlin.

It was not long before there was a war from which only a few tribes held aloof. The Indians fought after their own fashion. An Indian would creep from tree to tree until he came within gunshot of a white man, and then he would shoot at him. When his victim fell, the Indian would rush up to him, scalp him, and suddenly disappear.

Often the Indians would attack the log-cabins of the settlers at night, set them on fire, and shoot or tomahawk the inmates as they ran from the burning houses. No one who lived on the outskirts of the settlements felt safe, night or day.

The Indians frequently chose Sunday for their attacks. Once the settlers of Hadley, Massachusetts, who were in their meeting-house, were startled by an alarm of Indians. The men rushed out of

the house, when a tall man with long gray hair and beard made his appearance, and shouting to the colonists, led them on against the foe.

The Indians were repulsed, and the old man vanished as suddenly as he had come. Many thought he was sent from heaven to deliver them. He was General Goffe, one of Oliver Cromwell's soldiers, who had voted to condemn King Charles I. of England to death, and upon whose head a price was fixed. He had taken refuge in America with some friends, and was living in concealment. He saw the Indians coming, gave the alarm, and led the defence with his old fire and courage.

There were about a hundred towns in New England at this time. Of these, forty were attacked by the Indians, and twelve were completely destroyed. It was not until the colonists adopted the Indian mode of fighting that they were successful.

We can hardly believe the stories of the cruelties practised in this war, both by the Indians and by the



THE JUNKINS' GARRISON HOUSE.

Built against Indian attacks in 1675. Formerly on a hilltop in Scotland Parish, near Newburyport, Mass. It was standing until 1875. After a painting by Susan Minot Lane.

English. The colonists at one time attacked a fort on Narragansett Bay. It was a log fort in the midst of an almost impassable cedar swamp, and the Indians had brought there a large number of old men, women, and children. The English surprised the fort, but the Indians made a brave defence. More than two hundred of the whites were killed, and about five times as many of the natives. The colonists were so inflamed against the Indians that they set fire to the wigwams, and many old men, women, and children were burned to death. Canonchet, the chief, was taken. He was offered his life if he would make peace, but he refused, saying when he was about to be put to death, "I like it well; I wish to die before my heart is soft or I say anything unworthy of myself."

When the Indians attacked a settler's house or a village, they would often carry off the women and children captives, and many stories of hairbreadth escapes and of dreadful cruelties were long told to the New England boys and girls.

Philip found that, with all his efforts, the Indians were steadily losing ground, and that his cause was hopeless. He wandered from place to place, and hid in swamps and forests. His wife and his young son were captured and sold as slaves to the Bermuda Islands; for death or slavery was the punishment for Indians who had fought or had even taken sides against the English.

Philip wandered back to the neighborhood of his old home near Mt. Hope on Narragansett Bay. He was traced to a swamp, and was shot by an Indian whose brother he had killed.

The hands and head of the great Indian warrior were cut off; his head was sent to Plymouth, and placed on a high pole where it remained exposed to view for about twenty years.

It seems very strange to us that the Pilgrims and Puritans should have been so harsh, but even in England at that time the heads of traitors and rebels were exposed on Temple Bar, a gate in London.

The power of the Indians was now broken, for their best warriors had been either killed or taken prisoners, and King Philip's War was the last great struggle with the natives in New England.

Many of the colonists desired to civilize the red men, and to convert them to the Christian religion. One of the objects of the founding of Harvard College was to educate Indian youth for the ministry.

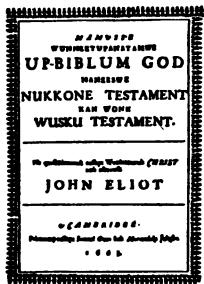
John Eliot, a minister at Roxbury, near Boston, was the most unwearied worker in this good cause.



JOHN ELIOT.

From a portrait in the family of the late  
William Whiting.

He learned the language of some of the tribes in order to teach them in their own tongue. He was constant in visiting the Indian villages and preaching to the natives. He once said, "I have not been dry, night or day, from the third day of the week to the sixth; but so travel, at night pull off my boots, wring my stockings, and so continue."



TITLE PAGE OF  
ELIOT'S BIBLE.

Reduced fac-simile.

Eliot was very successful in his work, and is said to have persuaded more than three thousand Indians to become Christians. But this was not all. He translated the Bible into the Indian language and had it printed. Indian boys learned to read in it, and were taught its lessons.

These Indians are gone, their language has been forgotten, and probably not more than one or two persons are now able to read Eliot's Indian Bible. The book itself is rarely met with, but copies may be seen in some of the great public libraries.

## OUTLINE.

The Indians in New England, from various causes, became hostile to the English. A terrible war followed; there were many atrocities. Philip, a son of Massasoit, was the leader. He united the tribes against the English.

He was at last shot, and the war came to an end. John Eliot labored to convert the Indians to Christianity, and translated the Bible into their language.

- Tell who Alexander and Philip were.
- Describe the Indian methods of warfare.
- Tell the story of the attack on Hadley.
- Tell the story of King Philip.
- What did John Eliot do for the Indians?

## PETER STUYVESANT AND NEW NETHERLAND.

THE first vessels sent to the river that Henry Hudson had discovered brought back such good reports of the country that the Dutch sent out more ships, for they were very quick to seize any chance for trade. Three vessels were sent in 1613. One of them, having taken fire at Manhattan Island, was burnt. Captain Adrien Block, her commander, at once set his men to work to put up some log huts in which to spend the winter. These were the first houses built by Europeans where New York City now stands.

While at Manhattan Island, Captain Block built a small vessel, sailed through East River into Long Island Sound, and discovered the island now called by his name. Another captain sailed up the Hudson River and established Fort Orange, a trading post near the place where Albany is now.

Ten years later, the Dutch West India Company sent out a number of families to settle at Manhattan, at Fort Orange, on Long Island, and even as far as the Delaware River. The next year, 1624, Peter Minuit, the director-general of the colony, bought Manhattan Island from the Indians for

about twenty-four dollars, and built Fort Amsterdam; this was the beginning of New Amsterdam, afterward New York City.

Soon after this, some of the directors of the company bought large tracts of land along the Hudson River, and sent out colonists as tenants. These large landowners, who called themselves patroons, became very wealthy and powerful. They lived on their great estates very much as the old lords used to do in feudal times in the Middle Ages. In 1633, the first schoolmaster came to



DUTCH PLEASURE WAGON OF THE OLDEN TIME.

the colony, and the school of which he was the first teacher is still flourishing, the oldest school in the United States.<sup>1</sup>

The colony was managed, however, not for the good of the settlers, but for the benefit of the Dutch Company. Among other things, the farmers were not allowed to buy any furs from the Indians, and the company tried to keep even the patroons out of this profitable trade, but with small success.

For a few years the Dutch treated the Indians

<sup>1</sup>The Collegiate School of the Dutch Church, New York City.

well. It is true that some of the settlers sold them guns and rum, and that the fur-traders cheated them; but, on the whole, the Indians were not dissatisfied. Unfortunately, in 1637, the company sent out William Kieft, as director. He had been a merchant, and knew little or nothing about ruling



EARLY DUTCH COSTUMES.

men. He could not be depended upon, for he did not keep his word. He was obstinate, cruel, and greedy of gain; he treated the Indians very badly, and in this way provoked them to make savage attacks upon the settlers.

For two years there was a war in which the colonists suffered greatly. The Indians would fire on the boats passing by on the river; they would attack

men and women travelling on the roads ; they would shoot the farmers as they worked in the fields. Indeed, the farmers hardly dared to do the necessary work for fear of being shot. Trade and commerce came almost to a standstill, and the colony began to suffer from hunger. Kieft now saw his mistake, and was only too glad to make peace with the Indians.

After ten years of misrule, Kieft was removed. The ship in which he was returning to Holland was wrecked in the English Channel he was drowned, and the fortune he was taking back went down with him.

The Dutch Company now chose Peter Stuyvesant to succeed Kieft as director-general of New Netherland. Stuyvesant had been governor of Curaçoa, in the West Indies, and had lost one of his legs from a wound in battle. He now stumped around on a wooden leg, bound with silver bands. He was hot-headed and easily made angry ; he was headstrong and used very hard words, but had not a bad heart. He was brave, full of courage, honest, and devoted to the interests of the com-



PETER STUYVESANT.

After the portrait from life in the possession of the New York Historical Society.

pany which employed him. He had a high idea of the position of a governor, and believed that he ought to have all the power in his own hands. Once, when some one threatened to appeal to the company, he said, "If he does, I will make him a foot shorter, and send the pieces to Holland." But he really had the good of the colony at heart, and, when the colonists came to know him, there was not much trouble.

The Swedes wished to have a share in America, and had sent out a colony (1638) under Peter Minuit, the same man who had bought Manhattan Island for the Dutch. Minuit sailed up the Delaware River, bought land from the Indians, and, near the place where Wilmington, Delaware, now stands, he built a fort, naming it Christina, after the queen of Sweden.

The Dutch objected strongly to this, but Stuyvesant was too weak to prevent it. A few years later, however, Stuyvesant built a fort on the Delaware, very near the Swedish settlement. This fort the Swedes attacked and took. Stuyvesant, the people of New Amsterdam, and the Dutch Company, were very angry when this news reached them. As soon as possible Stuyvesant made an attack upon the Swedes, and was successful in taking all their forts. This brought Swedish rule to an end in America.

The Swedes were not the only enemies of the

Dutch. The English settlers were increasing north and south of New Netherland, and paid little attention to the Dutch boundaries. Stuyvesant made several journeys to New England to defend his rights, and secured as good terms as he could. But the English settlers kept coming upon Dutch territory, and claimed nearly the whole of what is to-day the state of New York. Many of them had come to Long Island, and they disliked the Dutch rule. Stuyvesant saw the danger to the colony, but could do nothing, as the English outnumbered his men so greatly.

One day in August, 1664, some English ships came sailing into the bay. Troops were landed, who took possession of Staten Island. Director Stuyvesant put all able-bodied men to work to repair the battery and to throw up fortifications; but the stock of powder was small, and the people were not hearty in their support, for they preferred to go under English rule rather than have the town fired on and their property destroyed. In fact, not a few were quite ready to change rulers.

Nicolls, the English commander, sent a letter saying that, if the Dutch gave up, no one should be hurt and that everything could go on as before, except that the English flag must fly over the town and the English rule be acknowledged. The council insisted that this letter should be read before the people, but Stuyvesant refused, for he was sure that

the people would wish to accept these terms. A sharp dispute followed, and Stuyvesant, in a rage, tore up the letter and threw the pieces on the floor. The council broke up, but the members told the people what terms the English had offered. Finally Stuyvesant was forced to yield. The English landed,



THE STADTHUYS, NEW YORK, 1679.

After Brevoort's drawing. ("Stadthuys" is Dutch for "statehouse.")

hoisted their flag, and New Netherland became New York.

The Dutch Company sent for Stuyvesant to come to Holland and explain why he had given up their colony. He was able to do this satisfactorily, for every one who had been on the spot knew that he had held out until resistance was useless. When

peace was made between England and Holland, the English kept New York.

Nine years later (1673) there was another war between England and Holland. One day some Dutch ships sailed into the harbor, just as the English ships had done, and found New York just as unprepared as before. The fort and town surrendered, and New York became Dutch again. But the very next year peace was made, and New York was given back to the English.

Peter Stuyvesant, after his return from Holland, lived in peace and plenty at his "bowery," as the Dutch called a farm; he died in 1682, when he was about eighty years old. He was fond of fruit and flowers; one of the pear trees which he planted stood over two hundred years, until 1867, when it was blown down in a storm.

#### OUTLINE.

The Dutch settled on Manhattan Island, 1613. Peter Minuit bought the island from the Indians for twenty-four dollars. Patroons settled along the Hudson River, had large estates, and became wealthy. Governor Kieft was a very unwise ruler; he brought on an Indian war. Peter Stuyvesant, a hot-headed but brave man, succeeded Kieft. He was the last Dutch governor of New Netherland. The Swedes settled on the Delaware River. The Dutch claimed the land, and after a time conquered the Swedes. The English, in 1664, took New Amsterdam without a struggle.

110      History of the United States.

The Dutch retook the town in 1673. When peace was made, 1674, New Netherland was given to the English.

Give an account of Captain Block and his discoveries.

Tell the story of the founding of New Amsterdam.

Who were the patroons?

Tell about Governor Kieft; Peter Stuyvesant.

Tell about the Swedes.

Tell how New Netherland became New York.

## FATHER MARQUETTE AND LA SALLE.

FOR the most part, the English came to find homes in the New World, and so did not go far away from the Atlantic coast, though they claimed all the country to the South Sea, as the Pacific Ocean was then called. The French, on the other hand, were great explorers.

Before the English settled Plymouth or Salem, and before Roger Williams, founded Providence, or Lord Baltimore sent out the *Ark* and the *Dove*, French explorers, traders, and Jesuit priests had followed the course of the St. Lawrence River; while Champlain had chosen the site of Quebec, and had discovered the beautiful lake which bears his name.

About the time the English colonists were fighting King Philip, Father Marquette, a French Jesuit priest, in company with Joliet, a fur trader,



JAMES MARQUETTE.

"Who with Louis Joliet discovered the Mississippi River at Prairie du Chien, June 17, 1673." From the statue by G. Trentonove, in the Rotunda of the Capitol, Washington.

was pushing his way along the Great Lakes, and searching for a great river, of which the Indians had told him.



MAP TO ILLUSTRATE FRENCH EXPLORATIONS.

Marquette and Joliet took with them smoked meat and Indian corn to eat; and beads, watches,

and many other articles to exchange with the natives for food. They had five men to paddle their canoes, but they carried no warlike weapons, for their errand was a peaceful one; Father Marquette was a true missionary.

They launched their canoes on the Wisconsin River, and after a week floated into the river of which they had heard, and which they so greatly desired to see.

Now and then, as they floated down the stream, they saw many buffaloes on the banks, but it was long before they saw any traces of Indians. After a journey of hundreds of miles, they saw some footprints in the mud, and, landing, followed the tracks until they reached an Indian village, where the people proved to be friendly.

The Frenchmen began their journey again, but when they reached the mouth of the Arkansas River, hearing from friendly Indians that there were hostile tribes farther on, they turned back; yet they had gone far enough to be sure that the great stream must empty into the Gulf of Mexico. Father Marquette, worn out by his long journeys and the exposure, died on the shores of Lake Michigan, where the town of Marquette now stands.

Another Frenchman, Robert Cavalier de La Salle, was so moved by the accounts of Joliet and others, and by the desire to increase the empire of France, that he resolved to go on with the explo-

rations which Father Marquette and Joliet had begun. He started in 1679, but was delayed by so many mishaps that he did not reach the Mississippi River for about two years. He took with him a

party of Indians and Frenchmen, and marked his course by building little forts.



ROBERT CAVALIER SIEUR DE LA  
SALLE.

After Margry's portrait.

thickets, sometimes climbed rocks covered with ice and snow, sometimes waded whole days through marshes where the water was waist deep, but they kept on, and at last reached the Mississippi.

They continued their journey down the great stream, until, early in April, 1682, they reached its mouth. They were the first Europeans who had made a continuous voyage from the upper part of the mighty stream to its mouth.

Everywhere La Salle had claimed possession of the land in the name of the French king,

Louis XIV., in honor of whom he called the country Louisiana. Not far from the mouth of the river he set up a column and a cross. On the column he painted the name of France and this inscription, "Louis the Great, King of France and Navarre, reigns, April 9th, 1682."

La Salle returned to France; two years later he took part in an expedition to found a colony at the mouth of the Mississippi. The captain of the vessel went too far to the west, and then refused to sail back in search of the river. He landed La Salle and his companions on the coast of what is now Texas, and left them to their fate.

La Salle encouraged his companions, and did all that was possible to establish them securely. He searched for the Mississippi River, but could not find it. About two years had gone by, and nothing had been heard from France. He now determined to go overland to Canada and get help.

With one-half of the company, twenty in number, he set out on his difficult and perilous journey of two thousand miles. The men were poorly provided with clothing. They had to depend for food upon what game they could find. There were no roads, and their progress was very slow. Some of his men rebelled. At length, at some unknown spot in the vast wilderness of eastern Texas, this brave and patriotic Frenchman was treacherously killed by one of his followers.

OUTLINE.

Father Marquette and Joliet explored the Mississippi River as far as the Arkansas River. La Salle explored the Great West. He and his party suffered great privations. They sailed down the river to its mouth, claimed the great territory for the French king, and called it Louisiana. La Salle made a second expedition to the Mississippi. He and his party suffered great hardships. He was killed by one of his followers.

Tell the story of Marquette and Joliet.

Tell the story of La Salle's expedition.

What did he name the territory?

Tell the story of his second expedition ; of his death.

## NATHANIEL BACON.

WHILE the New England colonies were fighting with King Philip, the Virginians were compelled to defend themselves against the southern Indians. The governor of Virginia at this time was Sir William Berkeley. He was a harsh, severe ruler, and had little sympathy with the people. He said of Virginia, "I am thankful that there are no free schools or printing-offices, and I hope that we shall not have them these hundred years."

A traveller in Virginia, who went to see him in 1672, was asked by a Virginian if the governor had called him "dog" or "rogue," and when the traveller said "No," the Virginian returned, "Then you found him in his best humor, for those are his usual terms."

Virginia was suffering from severe laws and heavy taxes imposed by the royal government. Berkeley would do nothing to help the people, and they were ready to rebel. When the Indians attacked the frontier, the people appealed to the governor for aid, but he refused.

It is said that he was making much money from the fur trade with the Indians, and knew that if he sent forces against them he should lose this prof-

itable business. Perhaps he was afraid that if the people were armed they would turn against him, as soon as the Indian troubles were settled.

When they found that the governor would not aid them, the people themselves raised a force of



BACON AND BERKELEY.

volunteers. They chose Nathaniel Bacon, a liberal young Englishman, to be their leader, and marched against the savages. Governor Berkeley proclaimed Bacon and all who were with him rebels and traitors; but Bacon was so popular that the governor's threats did not amount to much.

When Bacon returned from the frontier he found himself the idol of the colony; he had also been

elected a member of the legislature, which the governor had been forced to call. The governor arrested him, but was compelled to set him free. In this legislature, through Bacon's influence, good laws were passed, and for years afterward they were known as "Bacon's Laws."

Again the governor planned to arrest Bacon, but he escaped, and gathering a force of several hundred men, marched on Jamestown; again the governor yielded, and Bacon was appointed "general against the Indians."

Two months later he was once more proclaimed a rebel. Berkeley, finding that his course was not approved by many of the Virginians, took refuge in what he supposed was the most loyal part of the colony, but, to his disappointment, the people would hear nothing against Bacon. He then fled to the eastern shore of Virginia, across Chesapeake Bay. Here the governor was able to collect a force of a few hundred men and some vessels, and, coming back, took possession of Jamestown.

Bacon was returning from a successful Indian campaign, and had discharged most of his men; but when he heard that Berkeley held Jamestown, he decided to attack him. Men and women along the road brought food and drink to refresh his little army, and the women cried out, "General, if you need help, send for us!"

Bacon very soon did find a way to make women

helpful. The peninsula on which Jamestown was built was connected with the mainland by a very narrow isthmus. Bacon occupied this neck of land, and in order to fortify it in safety, seized the wives and daughters of some of Berkeley's men, and sent one of them into Jamestown "to inform her own and other husbands that he meant to place their

wives in the fore  
front of his men  
who were to throw  
up the earth-  
works."



BACON QUARTER BRANCH.

Where Bacon had a plantation near the falls of the James.

sure enough, the women were "exhibited to the view of their husbands and friends in the town, upon the top of the small work, where Bacon caused them to tarry till he had finished his defence." Of course they proved to be an ample protection.

The governor now gave up the town and retreated with his men to the vessels. When it was learned that Berkeley had stolen away in the night, Bacon marched into the town and ordered the place to be burnt, so that "the rogues should harbor there no more." His orders were obeyed. Nothing

Notwithstanding this warning, Berkeley ordered an attack. His men were repulsed, and then,

remains of this earliest English town in America except the ruined tower of the old brick church.

Bacon was now in control of Virginia, but he was worn out by excitement, fatigue, and exposure in the swamps; before long he fell sick and died. Some of his friends, fearful that his body might be taken up and hung in chains, either buried it in some place still unknown, or sunk it in the river. With Bacon's death the rebellion ended.

Berkeley regained power, and hanged twenty-three of Bacon's followers as rebels. King Charles, when he heard of this, said, "That old fool has hanged more men in that naked country than I have done for the murder of my father."

Bacon had not lived in vain. Berkeley was removed by the king, and sailed for England amid the rejoicings of the people, who celebrated his departure with firing of cannon and blazing of bonfires. The king for whom he had done so much refused to see him, and he died in disgrace in less than a year after Bacon's death. No royal governor dared again to oppress the Virginians as Berkeley had done.

#### OUTLINE.

Sir William Berkeley, the governor of Virginia, was a harsh man and a severe ruler. The people chose Nathaniel Bacon to lead them against the Indians. Bacon was very popular. Through his influence good laws were passed.

122      History of the United States.

Bacon was the leader of a rebellion against the governor. He was successful, but died of disease. Berkeley was at last removed by the king.

Describe Sir William Berkeley.

Tell about Nathaniel Bacon, and how the governor treated him.

Tell how Bacon attacked Jamestown; his death.

What was done to Berkeley?

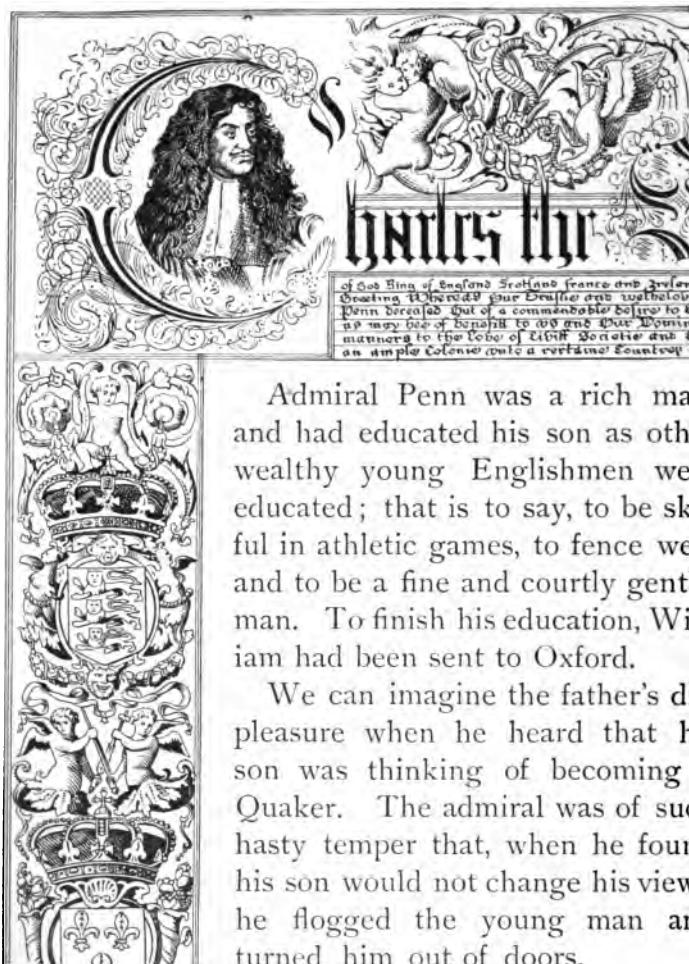
## WILLIAM PENN.

ABOUT the time that La Salle set out for Canada (1682) on his journey to explore the Mississippi River, and secure a great empire for France, a very different plan was being arranged in England. It was for the settlement of a new English colony, where there should be no war, where the people should make their own laws, where there should be political and religious liberty, and where the Indians should be treated justly. The man who devised this plan and wished to carry it out was William Penn. He was at this time about thirty-seven years old. His father had been a very successful captain in the English navy, and had been rewarded by being made an admiral. He had been on terms of friendship with King Charles II. and with his brother James, the Duke of York.



WILLIAM PENN.

At the age of 22. After the portrait attributed to Sir Peter Lely.



FAC-SIMILE OF PART  
OF THE ROYAL  
DEED GIVEN TO  
PENN.

Admiral Penn was a rich man, and had educated his son as other wealthy young Englishmen were educated; that is to say, to be skilful in athletic games, to fence well, and to be a fine and courtly gentleman. To finish his education, William had been sent to Oxford.

We can imagine the father's displeasure when he heard that his son was thinking of becoming a Quaker. The admiral was of such hasty temper that, when he found his son would not change his views, he flogged the young man and turned him out of doors.

After a while, at the entreaty of Penn's mother, the young man was allowed to come back. For more



*The Defences of the Truth is No less to whomsoever their present shew cometh  
Admiral William Penn Esquire Baron and Heretofore of New-Accrington in  
Master of the English Empire and promotor such useful commodities as  
are and shall be to educe the Savage Native by gentle and iust means  
from their Barbarous and heathenish condition to Christian Religion which heretofore brought native Savages to transplant  
and settle in the parts of America not yet cultivated*

than two years, Admiral Penn tried in every possible way to make his son leave the Quakers. He flogged him again, he sent him away on a foreign tour, he reasoned with him, he threatened him, but in vain; a Quaker young Penn would be. It is pleasant to know that Admiral Penn, at last, became reconciled to his son.

Admiral Penn left to his son a large estate and a claim on the English crown for money lent to the king, amounting to about sixteen thousand pounds sterling. Penn begged the king to give him lands in America in payment of this debt. Charles II., who was always short of money, gladly consented to pay his debt in this way. He granted to Penn a large tract west of the Delaware River and north



A brief Account of the  
**Province of Pennsylvania,**  
 Lately Granted by the  
**K I N G,**  
 Under the GREAT  
**Seal of England,**  
 TO  
**WILLIAM PENN**  
 AND HIS  
 Heirs and Assigns.

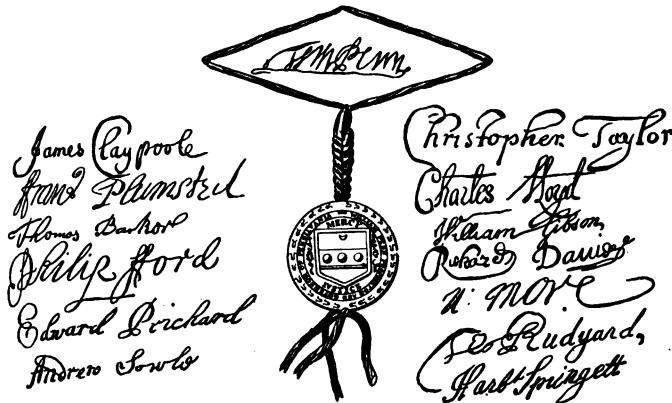
**S**ince (by the good Providence of God, and the Favours of the King) a Country in America is fallen to my Lot, I thought it not less my Duty, than my Honest Interest, to give some publick notice of it to the World, that those of our own or other Nations, that are inclin'd to Transport Themselves or Families beyond the Seas, may find another Country added to their Choice; that if they shall happen to like the Place, Conditions, and Government, (so far as the present Infancy of things will allow us any prospect) they may, if they please, fix with me in the Province, hereafter described.

L *The KING'S Title to this Country before he granted it.*  
 It is the *Jus Gentium*, or Law of Nations, that what ever Waste, or uncul-ted Country, is the Discovery of any Prince, it is the right of that Prince, that was at the Charge of the Discovery: Now this Province is a Member of that part of *America*, which the King of Englands Ancestors have been at the Charge of Discovering, and which they said he have taken great care to preserve and Improve.

I L William

of Maryland, and insisted on calling it Pennsylvania, after Admiral Penn.

William Penn at once began to prepare a form of government for his new province. He wished the people of Pennsylvania to be a "free, sober, and industrious people," and "to be governed by laws of their own making."



SEAL AND SIGNATURE TO THE FRAME OF GOVERNMENT.

So anxious was he to do what was best for all, that he called his plan, "An holy experiment." He wished his province to be a place of refuge for the persecuted, and especially for the Quakers, who had suffered very much. At one time, several thousand Quakers in England, were in prison simply because they insisted on worshipping God as they thought right.

Before his plans were completed Penn sent a letter

to the Indians to let them know his kindly feeling toward them. Though the king had given him all the country, yet Penn would allow no land to be settled until it had been bought from the natives. He made just laws, in which the rights of the Indians were carefully looked after.

In 1682, Penn himself came over with a number of emigrants, in the ship *Welcome*. On the voyage, smallpox broke out among the passengers and the wealthy proprietor of Pennsylvania himself helped to nurse the sick.

He was received with great rejoicing by the colonists. He had already directed that a city should be begun, which he called Philadelphia, the "City of Brotherly Love." Some of the settlers came to Philadelphia before their homes were ready for them; and while the houses were building, they lived in caves along the banks of the Delaware River.

One of Penn's first acts was to meet the Indians and assure them of his love and regard for them, and his desire that they and the people of Pennsylvania should always live together as neighbors and friends.

On his visits to the tribes they would give him a warm welcome. Once he found the Indians engaged in running, jumping, and other sports. He had been very fond of such games in his youth, and though he was now nearly forty years old, he was lithe and active; so he ran and jumped with the

rest, and actually beat them all, to the great delight of the Indians.

He often met the Indians, and made treaties with them. Some of these were to show good-will, and some for the purchase of land. One of these meet-



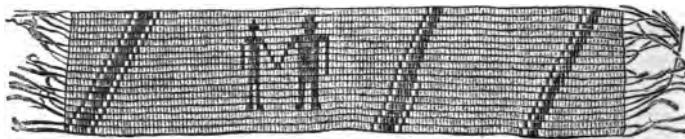
THE TREATY ELM, PHILADELPHIA.

From an old print.

ings was held under a great elm tree near Philadelphia. William Penn wore a sky-blue sash tied around his waist, but he had no sword or gun, or anything more war-like in his hand than a roll of paper. The Indians, seeing that he was unarmed, threw down their bows and arrows, and seated themselves

on the ground. Penn then told them that he and his friends wished to live in peace and friendship with the Indians, that it was not their custom to fight, and so they had come unarmed.

The principal chief of the Indians replied that the Indians and the English must live in love as long as the sun and moon should endure. It is said that the Indians gave Penn a belt of wampum as a mark of friendship. There is a wampum belt in Philadelphia,



WAMPUM BELT.

having on it the figures of two men shaking hands, which was given to Penn on this or a similar occasion. Of this treaty, Voltaire, the great Frenchman, said "It was never sworn to and never broken."

There was no trouble between the Indians and the Pennsylvanians, and not a drop of Quaker blood was knowingly shed by an Indian. For many years there was no war of any kind in Pennsylvania.

Penn went back to England after two or three years; in 1699, he returned to Pennsylvania expecting to end his days in America, but he was forced to go again to England to protect his rights. He was arrested on a false charge of debt, brought by his

agent who had cheated him shamefully. Penn, rather than pay what he knew was unjust, went to prison. His friends, after a time, secured his release, but his health was broken down, and he died in 1718, leaving a name greatly renowned and respected.



THE FIRST TOWN HALL AND COURT HOUSE, PHILADELPHIA.

Pennsylvania was so free, and its soil so fertile, that large numbers of colonists were attracted to it. It soon became one of the richest and most populous of the colonies.

#### OUTLINE.

William Penn, a wealthy young Englishman, joined the Quakers. His father was greatly displeased. William

132      History of the United States.

Penn inherited large property. To pay him a debt King Charles gave him Pennsylvania. Penn founded a colony where justice was to be the law. The colony was to be a refuge for all the oppressed, but especially for the Quakers. Penn bought land of the Indians, treated them justly, and for years there was no trouble with the Indians. Penn returned to England. Pennsylvania became one of the richest of the colonies.

Tell the story of William Penn as a young man.

How did he get Pennsylvania?

What did he call his plan of government?

What great city did he found?

How did he treat the Indians?

Tell the story of the treaty.

## OGLETHORPE AND GEORGIA.

THE Cabots had claimed the Atlantic coast of North America for England in 1497, but it was not until 1607, more than a hundred years later, that Jamestown, the first successful English colony, was settled. It was another hundred years and more, before Georgia, the thirteenth and last English colony, was established in 1733.

The story of this colony is different from that of any of the others. The settlement was due entirely to one man, General James Edward Oglethorpe. He was an Englishman who had seen much of life. He had fought under the great Duke of Marlborough against Louis XIV. of France, and had fought against the Turks ; in his younger days, he had seen many wonderful adventures, but unlike Captain John Smith, he never wished to talk about them.

A hundred and fifty years ago it was a very com-



JAMES EDWARD OGLETHORPE.  
After the painting by Ravenet.

mon thing, both in England and elsewhere, to send to prison one who could not pay his debts. A man might be imprisoned for owing even a shilling. And sometimes a debtor would spend years in prison because he could not pay a small sum. There was much suffering on account of this hard law.

It happened that one of Oglethorpe's friends was sent to prison for debt, and suffered so much while there from the poor food, bad air, and hard treatment, that he died. This called Oglethorpe's attention to the great number of men in debtor's prisons. He found also that those in prison were not the only sufferers, for their families were deprived of support.

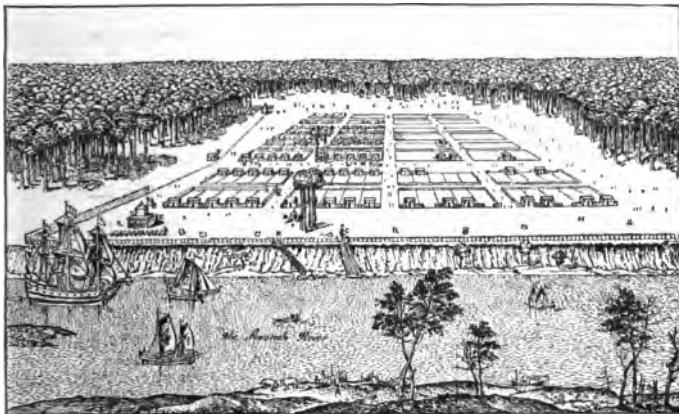
He began to exert himself on behalf of the sufferers, and after much labor succeeded in getting Parliament to modify the laws. He was also able to secure liberty for several hundred debtors. But this was not all. He knew that many of these unfortunate persons, even if set free, could get no work in England; and the idea came into his mind that in the New World they could start afresh with some hope of success.

After careful thought, he applied to King George for some land in America to found a colony. The king granted him a tract of land south of the Savannah River.

Oglethorpe named the colony Georgia, in honor of the king. It was intended not only for those

who were unable to pay their debts, but also for those who were oppressed, and especially for persecuted Protestants. Oglethorpe would not take the rule himself, but all power was given to a board of trustees.

Many persons in England were interested in the plan, and gave money to carry it into effect. Ogle-



A VIEW OF SAVANNAH, GEORGIA.

From a print published in London in 1741, and humbly inscribed to  
General Oglethorpe.

thorpe himself took out over one hundred emigrants, who reached Georgia in 1733. Oglethorpe chose the site of the city of Savannah, and laid out its plan. Like William Penn, he bought the land from the Indians, who for a long time remained very friendly. Once some of the Indians gave Oglethorpe a buffalo skin, on the inside of which

were painted an eagle's head and some feathers. "The feathers," they said, "are soft, and stand for love; and the skin is warm, and means protection; so love and protect us."

Oglethorpe lived a whole year in a tent, doing all that he could to help the colonists. He would not allow any rum in the colony, nor would he have any slaves.

He knew that industry is necessary for success, and, finding that mulberry trees would grow in Georgia, he sent to Europe for silk worms, which feed upon mulberry leaves, hoping that Georgia would become a great silk-producing country; but the business did not pay very well, and after some years it was given up.

The Spaniards in Florida were angry because of the settlement of Georgia, claiming that the colony was upon Spanish territory; and they prepared for war. Oglethorpe, who was an old soldier, was not afraid of the Spaniards, and defeated them so completely that there was no trouble for a long time.

The news that Georgia was a place for the oppressed soon spread over Europe, and Moravians and Lutherans from the Continent, and Highlanders from Scotland, came over to the settlement. The colony promised well, but some of the laws which Oglethorpe and the trustees had made for the benefit of the colonists were not popular.

Their neighbors in the Carolinas and in the

other colonies had slaves, and these colonists wished to have slaves; the rum trade also was very profitable, and they longed for a share in the business. They did not like the restrictions thrown around them, and one by one these had to be given up. Slaves were introduced before many years, and the rum trade was begun.

One great reason why the colony did not at first prosper was that the colonists were not enterprising men. Many of them had fallen into trouble in England and had become debtors because they had not the knack of getting on in the world; and moving to Georgia had not changed their characters.

The trustees, after twenty years' trial, gave up their charter to the king, and Georgia became a royal colony, in its laws and form of government resembling the other colonies. More emigrants came, and gradually Georgia entered on a prosperous career.

Oglethorpe spent ten years or more in the colony, and then went back to England. He lived to see the independence of the United States. Some one who saw him in 1784 wrote, "Even then he was the finest figure of a man you ever saw; but very, very old; the flesh on his face like parchment." He died the next year, 1785, the last of the original English colonizers and one of the best.

OUTLINE.

General Oglethorpe, moved by the hardships of prisoners for debt, founded Georgia. This was the last of the English colonies to be established. He invited the oppressed of all nations. He gained no profit for himself. Laws were made for the good of the people, but they did not like them. The colony was not prosperous for a long time.

Tell the story of Oglethorpe.

What suggested to him the founding of a colony?

Whom did he invite to his colony?

What was it called?

Why was it not successful?

## LIFE IN NEW ENGLAND AND THE MIDDLE COLONIES BEFORE THE REVOLUTION.

THE colonists in New England had come from England expecting to work, and they brought up their children in the same way of thinking. No idle persons were tolerated.

In the early days, there was continual fear of the Indians in many parts of the country, and constant watch had to be kept for these dreaded foes. This fear led the people to live very much in villages, rather than on plantations as in Virginia, or on large farms as in Pennsylvania.

The attention of the colonists was early turned to the sea, as the soil of New England is rocky and not very fertile. Soon there were no better sailors in the world than those of New England. Their vessels went to the banks of Newfoundland for codfish, and, besides this, a large and very profitable trade sprang up with the West Indies. The vessels took fish, lumber, and flour, and brought back sugar, and especially molasses, out of which rum was made.

The life of the people was simple and often severe. This was shown most in their religion. We have seen how the old Puritans were unwilling for others

to act or even to think differently from them in regard to religious matters. This led the ministers and the magistrates to persecute the Quakers and others. Rhode Island alone of the New England colonies never persecuted men on account of their religion.



FEMALE COSTUMES OF 1776.

The minister, particularly in the earlier days, was the most important man in the community. The churches, or "meeting-houses," as they called them, were built usually of wood, with lofty pulpits and high-back pews. The meeting-house was not heated in winter, and to keep warm the church-goers carried from home hot stones or bricks, and, in later times, small foot-stoves. Sermons were often two hours long. The hymns and psalms were given out by the

minister or clerk, line by line, and sung by the whole congregation. It was the duty of the tithing-man to keep order in the meeting-house, and if boys and girls went to sleep or misbehaved in meeting, they would feel the rap of his stick on their heads. Men



A DAME SCHOOL.

and women, if they fell asleep, were also waked up, the men, by the tap of one end of the stick, and the women, by the tickling of their faces with a fox-tail, which hung from the other end of the stick. Fines for misconduct in church were common, and

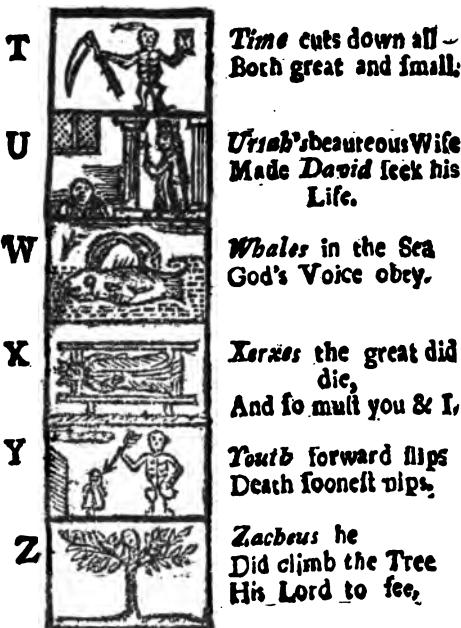
we are told of one girl who was fined five shillings for laughing in meeting.

The value in which education was held is shown by the founding of Harvard College in 1636 and Yale College in 1701. In most of the colonies

children were compelled to go to school. The early school-house, however, was very different from most of those of to-day. There were no desks, and low benches without backs were the only seats; oiled paper was used in the windows instead of glass, and everything was of the rudest description.

Any noise or disorder was

severely punished, and the schoolmaster was almost as much feared as the minister. The school books were few; the master or mistress set copies to teach



FAC-SIMILE OF A PAGE FROM THE "NEW ENGLAND PRIMER."

By permission of Dodd, Mead & Co.

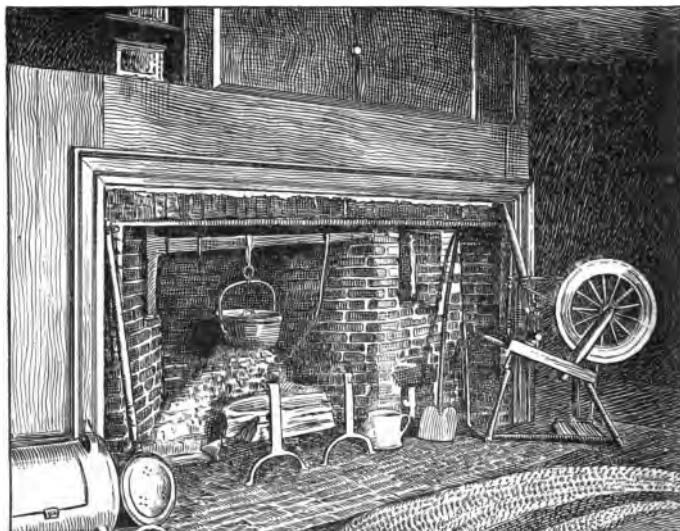
writing, and examples in arithmetic to be worked out. For about a hundred years, the "New England Primer" was the chief text-book. From this little book the boys and girls were taught their letters and how to spell; and from it they learned Bible texts and hymns to repeat aloud. It had queer pictures, with verses intended to teach some useful lesson. Little besides reading, writing, and arithmetic was taught. It was another duty of the tithing-man to hunt up truants and bring them to school.

The dwelling-houses were generally built of wood. The most important room was the kitchen; in winter this was the only warm room in the house. In the kitchen was a yawning fireplace, large enough to take in logs four or five feet long. In the fireplace was the crane, from which hung pot-hooks and hangers to support the pots and kettles over the fire. Around the hearth, during the long winter evenings, was gathered the family, the women spinning or weaving or knitting, while the men rested after the day's work. One or two tallow-dip candles gave all the light except that which came from the fire. A tall clock ticked in one corner; by it was a brass warming-pan



TINDER BOX, FLINT, AND STEEL.

with a long handle; a weatherwise almanac hung from a peg; bunches of herbs, to be used in times of sickness, and strings of dried apples, dangled from the ceiling; a tall dresser, with rows of plates and pewter platters, was on one side of the room, while wooden-seated chairs, a settle in the corner, and one



A NEW ENGLAND KITCHEN.

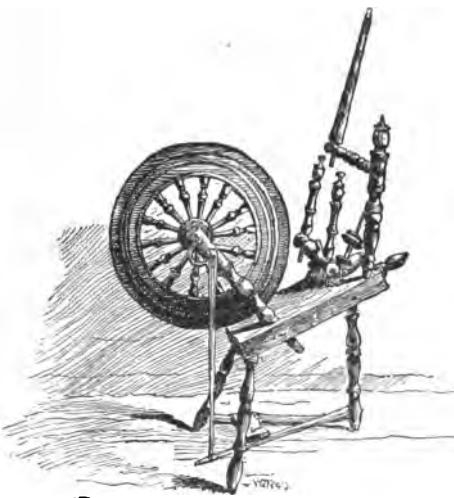
or two tables completed the furniture. There were no matches: instead of them, a tinder-box, flint, and steel were used to strike a light.

Life was not without amusement, for there were apple-paring and quilting bees, corn-husking, house and barn raisings, and various gatherings

at which the young men and young women and the boys and girls had much fun. The great day of the year was Thanksgiving Day, for Christmas was not then observed in New England. Weddings and funerals were very great occasions, and old and young from all the country round would come to attend them.

There were, of course, many fine mansions in New England, and many persons lived in handsome style, but  
the general way  
of living was  
much simpler  
than in the other  
colonies.

In New York there were many things which showed the influence of the Dutch. The patroons along the Hudson River, with their manor-houses and their extensive farms, lived like noblemen. Their houses were large and finely ornamented ; the mantelpieces were carved and the fireplaces surrounded with tiles. There was usually a large garden, carefully laid out with edges of box,



A SPINNING WHEEL.

and beds full of bright flowers. The lands of these patroons were well cultivated, large herds of cattle were in the fields, and great crops of hay, straw, and other produce filled their barns.

The smaller Dutch farmers and their descendants were industrious and thrifty; their houses were models of neatness, and there were no better cooks



CONESTOGA WAGON.

in America. They took life more easily than the New Englanders, and gave more time to amusements.

Pennsylvania, settled by the Quakers and Germans, was perhaps the most prosperous of the colonies. Here were large farms of fertile and well-cultivated land. The establishments of the Friends were neat and well taken care of; the farms of the

Germans were easily recognized by the huge, well-appointed barns and the small farm-houses. The thrifty German knew that well-housed and well-fed cattle give more milk, weigh heavier, and are more profitable in every way. Wheat and corn, straw and hay, went further and sold better when kept from the weather; so the barns were large, well built, and kept in good repair. Here, too, could be seen the Conestoga wagon, with its large body shaped somewhat like a boat, the back and front rising far above the axles, while the whole wagon was covered with coarse cotton cloth stretched over bent supports and gathered together at each end.

The roads in all the colonies were bad. It took a long time to go from place to place; so everything possible was made at home. Each village had its blacksmith and its wheelwright, and mills for grinding grain were placed on the nearest stream which had fall enough to give the necessary power. Where there were no suitable streams, as on Cape Cod, the island of Nantucket, and elsewhere, quaint windmills were built, some of which are still standing.

When possible, travellers went by water or on horseback. Those who went by coach frequently had to get down and drag the coach out of some quagmire. In many places a ride of thirty miles was considered a good day's journey. The fast coach,

known as the "Flying Machine," was advertised to make the journey of ninety miles between New York and Philadelphia in two days; while it took five days to go the hundred miles between Philadelphia and Baltimore, and six days to go from Boston to New York.



To the PUBLIC.

**THE FLYING MACHINE,** kept by John Mercereau, at the New Blazing-Star-Ferry, near New-York, sets off from Powles Hook every Monday, Wednesday, and Friday Mornings, for Philadelphia, and performs the Journey in a Day and a Half, for the Summer Season, till the 1<sup>st</sup> of November; from that Time to go twice a Week till the first of May, when they again perform it three Times a Week. When the Stages go only twice a Week, they set off Mondays and Thursdays. The Waggon in Philadelphia let out from the Sign of the George, in Second-street, the same Morning. The Passengers are desired to cross the Ferry the Evening before, as the Stages must set off early the next Morning. The Price for each Passenger is Twenty Shillings, Proc. and Goods as usual. Passengers going Part of the Way to pay in Proportion.

As the Proprietor has made such Improvements upon the Machines, one of which is in Imitation of a Coach, he hopes to merit the Favour of the Publick.

JOHN MERCREAU.

New York Gazette 1771

"FLYING MACHINE" ADVERTISEMENT.

Life in the southern colonies was quite different from that farther north. This was due partly to the character of the country, partly to the people, and partly to the number of negro slaves. Some of the more prominent circumstances of southern life are noted in the chapter on Washington.

In many parts of the country there was no mail at all, and the few letters which were written were sent by private hands. In 1775, it was thought a great convenience to have a weekly mail between Boston and Philadelphia, and to receive answers to letters from either city within three weeks.

## OUTLINE.

The colonists in New England came to make homes. There was great dread of the Indians. The soil being poor, many of the colonists became seamen, and commerce sprang up. The life of the people was simple, and often severe. The minister was the most important man. Church services were held in high esteem. Education was valued. Harvard College was founded 1636, and Yale College 1701. Only the elements of learning were taught in the schools. Dwelling-houses were usually built of wood.

In New York the influence of the Dutch was seen. The patroons lived like noblemen. The Dutch were good farmers, and were very industrious and thrifty.

Pennsylvania was perhaps the most prosperous of all the colonies. Roads in all the colonies were bad. It took a long time to go from place to place. In many parts of the country there were no mails.

Why did many of the New England colonists become sailors?

Describe the meeting-houses and the services.

What was done if any one misbehaved?

Describe the schools.

Tell about the dwelling-houses and their furniture.

Tell about life in New York ; in Pennsylvania.

## BENJAMIN FRANKLIN.

BENJAMIN FRANKLIN, the youngest son of his parents, and of seventeen children the fifteenth, was born in Boston, Massachusetts, January 17, 1706. Josiah Franklin, his father, was stern, and very independent and unyielding in his character.



FRANKLIN'S BIRTHPLACE.

When Benjamin was ten years old, he was taken from school, and put to work in his father's shop, where soap and tallow candles were made. It was the boy's business to help in the boiling of the soap, to put the wicks in the candle-moulds, and to trim them. When not at work he used to play about the wharves of Boston, which were near his father's house, and he early learned to swim like a duck and to row a boat, and he came to think it would be a fine thing to go to sea.

Benjamin disliked his work so much that his father, fearing his son would run away, looked around to find some other trade for him. Taking his son to walk with him, he visited joiners, braziers,

bricklayers, and turners at their work, to see if Benjamin would be attracted to one of these trades. But the boy did not like any of them.

From the time he could read, young Benjamin had been very fond of books, and his father thought



BENJAMIN FRANKLIN.

After the portrait by Duplessis, painted in 1783.

that he might make a good printer. Now James Franklin, one of Benjamin's older brothers, had a printing-office, and to his brother James, one of the first printers in America, the lad was apprenticed.

So the boy had left school, had tried one trade,

and had started in another, before he was thirteen years old. Benjamin liked his new business very much, and soon became an expert printer.

He now could see much of books, for his brother dealt with booksellers, and Benjamin was able to borrow many volumes, all of which he read eagerly, sometimes sitting up most of the night in order to finish one. All the money he was able to spare he spent on books.

He begged his brother to give him half of what his board cost, and to let him board himself. His brother agreed to this. Benjamin now lived on the simplest diet, eating no meat at all. While the other printers were taking their time over their dinner, he was reading.

He secretly wrote articles for the newspaper printed by his brother, and slipped his essays, written in a disguised hand, under the door of the shop. Nobody suspected that the boy had written these essays, but they were good enough to print, and they were printed.

He was greatly amused to hear his brother talking about these articles, and wondering who could have written them. When James Franklin found out who was the author, he was both angry and jealous. Benjamin was now and then flogged by his brother, for a master had great power over his apprentices in those days.

One day James Franklin published something in

his paper which displeased the government so much that he was put into prison. Now, no apprentice was allowed to carry on a business, and yet James Franklin wished Benjamin to carry on the paper, for otherwise it would be stopped. So Benjamin was released from his apprenticeship, and the paper was published in his name. The youth of sixteen had actually become a newspaper publisher.

When James Franklin was released from prison he took up his business again, but the brothers did not get on together any better than before, and Benjamin determined to leave his brother's employ.

Finding that he could not get any work in Boston, Benjamin made up his mind to run away. He went on board a sloop bound for New York, where he hoped to find employment. After a voyage of three days he reached that town, but was unsuccessful in finding work, and was advised to go on to Philadelphia.

He took passage on a sloop to Amboy. The weather was very stormy, and Franklin got thoroughly wet. On reaching Amboy he started to walk across New Jersey. It was raining, and soon his clothes were spattered over with mud, so that he was a most sorry-looking figure. But he persevered, and on the third day reached Burlington. Here he secured a place on a boat going to Philadelphia.

It was night before that town was reached, and there were so few lights that the crew rowed past it

before they were aware. They went ashore, and making a fire of some fence rails, spent the night on the ground.

In the morning they rowed back to Philadelphia, and landed at the foot of Market Street. Franklin was without luggage, and he set foot in Philadelphia in muddy clothes and with his pockets stuffed out with stockings and shirts.

He inquired for a baker's shop. When he found one, he asked for three pennyworth of bread. "He gave me," says Franklin, "three great puffy rolls. I was surprised at the quantity, but took it, and, having no room in my pockets, walked off with a roll under each arm and eating the other. Thus I went up Market Street as far as Fourth Street, passing by the door of Mr. Read, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance."

After eating his roll, he washed it down with a draught of water from the river. The other two rolls he gave to a woman.

He was tired and sleepy, and followed a number of persons into what proved to be a Quaker meeting-house, for it was Sunday morning. It happened that no one preached that day, and Franklin, soothed by the quiet, went to sleep, and was wakened only by the Friends going out. "This," he says, "was the first house I was in, or slept in, in Philadelphia."

Franklin soon found employment with a printer named Keimer. There were only two printers in Philadelphia in 1723, the year of Franklin's arrival, and neither was a good workman. Franklin's superior skill soon attracted notice, for Philadelphia was then a small place.

One day Keimer was greatly surprised and pleased to see Sir William Keith, the governor of Pennsylvania, come into his office. However, it was not Keimer but young Franklin that the governor wished to see.

The governor was much pleased with Franklin, and took him home to dinner; he even proposed that the young man should set up in business for himself, promising to give him the government printing. But Franklin had no money to buy type and presses, and he did not believe that his father would help him. The governor said "He will, if I write him a letter." It seemed too good a chance to throw away, so Benjamin went back to Boston to see his father.

Franklin had been remarkably successful. He had been frugal and industrious, and he presented a very different appearance from that of the runaway youth of the previous year. "I had on," he says, "a genteel new suit from head to foot, a watch, and my pockets lined with near five pounds sterling in silver."

The old Puritan father had no confidence in the

promises of the governor, nor did he think well of "setting a boy up in business, who wanted yet three years of being at man's estate." So Benjamin got little besides good advice.

On his return to Philadelphia, the governor said, "Since your father will not set you up, I will do it myself." He advised Franklin to go to London to buy his types and press, and promised to give him letters of introduction and money drafts.

But the governor put off giving the letters and drafts from day to day, until the very day of sailing came; then he promised that he would send them on board at Newcastle. At the last moment, a messenger from the governor did come with a package, and the vessel set sail. When the package was opened on the voyage, nothing was found for Franklin. Governor Keith had cheated the young man.

Franklin found employment in London, at wages more than enough to support him. His fellow-printers were great beer drinkers. Franklin drank nothing but water, and though he was ridiculed and called the "water American," he persevered in his practice, and proved that he was stronger than those who drank so much beer.

His fondness for reading did not lessen, and he now paid a second-hand bookseller for the privilege of reading books from his stall.

Franklin did not like England very much; so

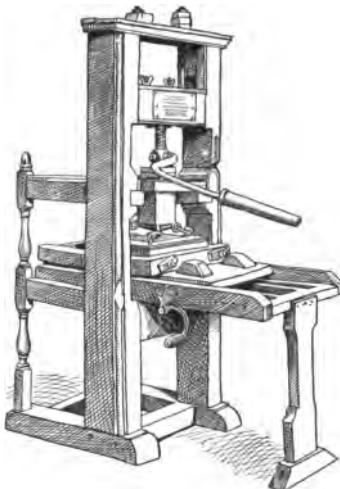
when, after a stay of eighteen months, he had an opportunity to return, he gladly came back to America. He reached Philadelphia in October, 1756, and found work with his old employer, Keimer. After a while, the father of one of his companions in the printing-office set up his son and Franklin in business together.

Franklin was skilful, industrious, and a good manager; but his partner took to drinking, and soon the business fell largely into Franklin's hands. Some of his friends, seeing his thrift and industry, lent him money to buy out his partner, and Franklin had now a printing-house of his own.

Before this, the young men had bought a newspaper, the *Pennsylvania Gazette*.<sup>1</sup> Franklin improved the paper so much that its circulation was greatly increased. He was one of the first publishers to encourage frequent advertising.

He was shrewd as well as industrious. He says:

<sup>1</sup> This paper still exists; it is now called the *Saturday Evening Post*.



FRANKLIN'S PRINTING PRESS.

In the custody of the Smithsonian Institute.

"In order to secure my credit and character as a tradesman, I took care not only to be in reality industrious and frugal, but to avoid all appearances to the contrary. I dressed plainly; I was seen at no places of idle diversion; I never went out a-fishing or shooting; and, to show that I was not above my business, I sometimes brought home the paper

I purchased at the stores, through the streets on a wheelbarrow."

He paid all his bills promptly, a practice which gained for him a well-deserved reputation for industry and frugality. He did his work well, and he soon had all the business he could attend to.

FRANKLIN'S OLD BOOK SHOP IN  
PHILADELPHIA.

lady who had laughed at him on his first entrance into Philadelphia. The marriage was a congenial one, and they lived together more than forty years.

Deborah Franklin was a true helper to her husband. She folded and stitched the pamphlets, attended to the stationery shop, and did all the housework.

Franklin's marriage steadied him, for, notwithstanding his good sense and general industry, he



would now and then give way to temptations of various kinds. But he was continually trying to improve, and was always ready to help other persons by giving good advice, if he could do no more.

He knew that every household had an almanac, and he resolved to publish one better than any that had appeared. In 1732, when he was twenty-six years old, he issued the first copy of "Poor Richard's Almanac," which continued to be published annually for twenty-five years.

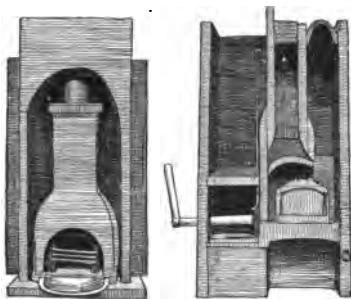
The almanac professed to be edited by one Richard Saunders, but every one knew that Benjamin Franklin was the real editor. It did not differ much in plan from other almanacs except that every number had wise sayings scattered throughout the calendar.

These sayings were full of homely wisdom, and were such as to encourage thrift and industry. Many of them have become proverbs, and it is impossible to tell how much influence they have had upon the American people.

Here are some of these wise and witty sayings: "It is hard for an empty bag to stand upright." "God helps them that help themselves." "Three removes are as bad as a fire." "One to-day is worth two to-morrows."

"Early to bed and early to rise  
Makes a man healthy, wealthy, and wise."

As Franklin continued to prosper in his own affairs he began to think of the public welfare, and the improvements he suggested or set on foot are almost numberless. He succeeded in having the streets of Philadelphia paved; he organized the first fire company to put out fires; he started the Philadelphia Library, the first public library in America, and it is still flourishing; he started also the American Philosophical Society.



FRANKLIN'S MODEL OF THE PENNSYLVANIA FIREPLACE.

Now owned by the American Philosophical Society.

what he called the "Pennsylvania Fireplace." This invention was a successful one, and the Franklin fireplace, as it is now called, is still used.

To show the benefit of mineral fertilizers, "he wrote in a field on the roadside, in large, broad letters, with powdered plaster of Paris, 'This has been plastered,' and soon the brilliant green of the letters carried the lesson to every passer-by."

The scientific world was much interested in electricity, but nobody knew very much about it. A

friend in London sent Franklin some apparatus, with which he experimented a great deal; and, as his custom was, he carefully noted down everything he observed.

He became sure that lightning and electricity are similar, and that thunder clouds are full of electricity. To prove that his opinion was correct, he made a kite out of a silk handkerchief, and put a piece of sharpened wire on the top of the kite. The string of the kite was hemp, except where he held it, and that part was silk. At the end of the string was an iron key.

He felt sure that, if lightning and electricity were the same thing, the iron wire would attract the electricity, which would then come down the string, and if he touched the key there would be a spark, and a shock of electricity.

He was so fearful that his experiment would fail, that he took with him only his son, a young man of twenty-two, and chose the night-time for his experiment. He flew the kite, some thunder clouds passed over it, and he touched the key, but there was no spark. Just as he was beginning to doubt his success, he saw the fibres of the string rise up; again he touched the key with his hand; he now saw a spark and received a shock. He presently drew in his kite and went into the house, satisfied that he had proved his case.

Franklin gained world-wide fame as a philosopher.

Yale and Harvard gave him the degree of master of arts; he was elected a member of the Royal Society in London, and later, three universities in Great Britain gave him the honorary degree of doctor of laws, so that he was thenceforth known as Dr. Franklin.

He had been so successful in his business that he practically retired at the age of forty-two, intending to devote himself to study and research; but he was so useful a man that his fellow-citizens would not allow him to remain in retirement. For more than forty years longer, until old age prevented, he was continuously in the service of his country.

He was a member of the legislature; he was sent to treat with the Indians; he was made postmaster-general of the colonies. When trouble began between France and England, he was sent to a convention at Albany, in 1754, and there proposed a plan for the union of all the colonies in America.

When the province of Pennsylvania needed somebody to look after her interests in England, Franklin was selected, and remained in England five years. He had been at home scarcely two years when he was sent a second time, and remained nearly seven years.

England had fought with France in the New World and had conquered, gaining all Canada. Eng-

land having found out during the conflict how rich and how strong the colonies had become, resolved to tax them. The money raised by taxation was to be spent in America for the benefit of the colonies, but the Americans objected to paying taxes which they had no voice in imposing.

Franklin did all that he could to prevent the passage of the "Stamp Act," in 1765. After it was passed, he hastened its repeal by testifying to the determination of his countrymen never to pay the tax.

Franklin returned home; and the day after his arrival he was unanimously elected a member of the Continental Congress. He was on all the important committees. He helped to draw up the Declaration of Independence, and signed it.

The United States greatly desired to get some of the European countries to help them in their struggle against England. What one of these would be more likely to give aid than France, England's traditional enemy, that had so lately been compelled to surrender Canada?

Who could be more suitable to send than Dr. Franklin? Everybody had heard of him; he had lived a number of years in England, and knew the English well, while no one knew the Americans better. Few could speak more intelligently on the subject than he. So, at the age of seventy, a period of life when many men would have excused

themselves, he went abroad again in behalf of his country.

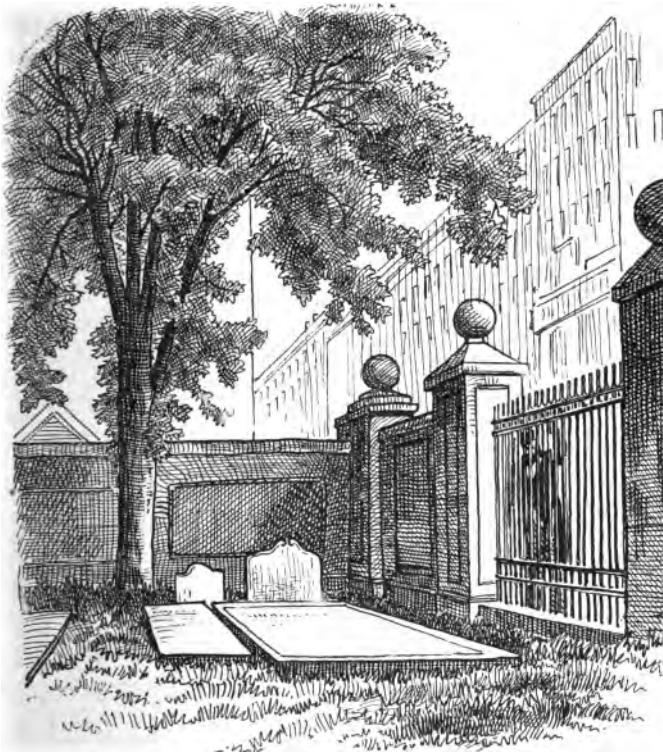
In nothing did Franklin show his good sense more than in the simplicity of his dress and manners. It was the fashion to wear very showy clothes; he wore a brown suit, simply made; it was the custom for gentlemen to wear wigs; Franklin wore no wig, but appeared in his own gray hair; most gentlemen wore swords; Franklin wore no sword, and his only weapon was a walking-stick.

He was enthusiastically received by the French people, and, later, by the French government. In time he was able to persuade France to send money to America. He helped to make a treaty in which France recognized the United States as an independent power, and promised to send men and ships to aid the new nation.

It is impossible to over-estimate the services of Franklin to the United States at this period. When the war came to an end, he was one of the three men who arranged the treaty with England in which the independence of the colonies was acknowledged.

At last Franklin, now an old man in his eightieth year, was released from public service. He suffered much from gout and other ailments. When the king of France learned that it was painful to Franklin to ride in a carriage, the monarch sent one of the queen's litters, in which the old doctor was carried,

by easy stages, to the seaport where he was to embark. The king gave him his miniature portrait, surrounded with four hundred diamonds.



FRANKLIN'S GRAVE.

A great crowd welcomed Franklin on his return to Philadelphia. His health was much improved by the sea voyage ; and now the citizens of Pennsylvania

elected him president of the state. He was re-elected twice, and he would have been chosen for the office a fourth time had he not positively refused to be a candidate.

His last public service was as a member of the convention which prepared the Constitution of the United States. He lived to see Washington President, and the new government in successful operation. He died in 1790, and it is said that twenty thousand persons were at his funeral. He is buried, by the side of his wife, in the old churchyard, on the corner of Fifth and Arch streets, Philadelphia. A simple, flat stone marks their resting-place.

#### OUTLINE.

Benjamin Franklin was born in Boston, Massachusetts, 1706. He was taken from school when he was ten years old and put in his father's soap and candle shop. He was apprenticed to his brother, a printer, and became an excellent printer. He ran away and went to Philadelphia. He entered a printing-office. Went to London. Returned to Philadelphia. Was thrifty and industrious. Did much for the public welfare. Became one of the foremost citizens of America. Helped to draw up the Declaration of Independence. Was sent to represent the United States at Paris. Discovered that electricity and lightning were the same. He was of great service to his country.

## Benjamin Franklin. 167

Tell the story of Franklin's youth; how he ran away from Boston.

Tell the story of his journey to Philadelphia, and his arrival.

Tell the story of his early years in Philadelphia.

Tell how he gained a reputation for industry.

Describe "Poor Richard's Almanac."

What did he do for Philadelphia?

Tell the story of his kite experiment.

Tell how he served his state and country.

Tell about his service in France.

Give an account of his later years.

## GEORGE WASHINGTON.—THE FRENCH AND INDIAN WAR.

GEORGE WASHINGTON was born at Bridge's Creek, in Westmoreland County, Virginia, on the 22d of February, 1732. Augustine Washington, his father, was an old-time Virginia planter, and lived in an old-time Virginia house. The house was a



BIRTHPLACE OF WASHINGTON.

The house is no longer standing; its site is marked by a monument.

wooden one. It had four rooms on the ground floor, and an attic with a long, sloping roof; and there was a huge brick chimney at each end. This house was burned down when George was about three years old, and the family moved to

another plantation on the Rappahannock River, nearly opposite Fredericksburg. Here the youthful days of Washington were passed, and here, when he was about eleven years old, the father died, leaving his young family to the care of his widow, Mary Washington. She was an able, sensible, strong-willed woman, and admirably fulfilled her trust.

In the Virginia of those days, the roads were few and bad. Most of the inhabitants lived near the rivers, and for travelling used boats, or rode horse-back.

There were no stage-coaches or other means for public travel. The inns were few and uncomfortable, but the planters were so hospitable that a respectable traveller could always count on a warm welcome in some private house; in return for his entertainment, the hosts would count themselves favored in being able to learn the news.

Such visitors were all the more welcome because the mail came only once in two weeks from the North, and was sent but once a month to the South. There was no newspaper published in Virginia till four years after Washington was born.

The life of a Virginia planter was, in many ways, the life of an English nobleman. He was lord of large estates; in the centre, or perhaps near the river, was his mansion. Close by it were the various out-buildings, the stables, and the negro quarters, which looked like a little village. Surrounding this

group of buildings were broad acres of grain, pastures, meadow lands, and large fields of tobacco.

Almost every plantation bordered on a river and had a landing or wharf. Here the vessels from other parts of the colony and from different places in America, but more often from England, would come for tobacco, the great staple export of Vir-



A SOUTHERN HOMESTEAD.

From a photograph.

ginia. These vessels would bring for exchange household goods and supplies of all kinds. The arrival of such a vessel was a great event to those who lived on a plantation.

The negro slaves formed fully half the population, and were, on the whole, kindly treated; there were white servants also, who, in order to come to the New World, had sold themselves for a term of years. Others among the white servants were convicts, banished from England by the authorities.

There were in the colony a few traders, as well

as some small farmers, whose great ambition was to become large planters. The economical working-man of New England and the thrifty mechanic of the Middle Colonies were almost unknown in Virginia, and in the other southern colonies. Each large planter had his own mechanics, the most intelligent negro men being trained as blacksmiths, carpenters, masons, etc. There were very few schools, hardly any, in fact, deserving the name, and the College of William and Mary at Williamsburg, founded in 1692, had not prospered. The sons of the rich planters were taught by the clergymen of the parish, or by a tutor in the family, and were often sent to England and educated at the great schools and universities there.

Indeed, with almost no commerce, little trade except in tobacco, and little legal business, there was not much demand for education; knowledge of men and things was considered of more value than knowledge of books. The Virginian of the upper class was a hearty, athletic, independent man.

Such a man, of course, could have no spur to literary ambition; the distinction he sought was that which came from serving in war or in politics. The rich planters had much time on their hands, and many of them devoted their leisure to fishing, fox-hunting, horse-racing, and cock-fighting.

It was fortunate for Washington that he was a

younger son, and that he was in moderate circumstances during the early years of his life.

He early went to an "old-field school,"<sup>1</sup> taught by the sexton of the parish, a man by the name of Hobby. Washington, after his father's death, went to live with his half-brother, Augustine, so that he might go to a better school. He was taught no other language than English, but his instruction in arithmetic, geometry, and surveying was excellent. He was a good student, and at the same time an active, strong boy, fond of athletic games and very successful in them.

While at school he had a great longing to go to sea. He had often seen the ships with their cargoes of foreign goods at the riverside, and had watched them while they were being loaded with tobacco for England, and he thought that life on shipboard would be a fine thing. His mother had almost yielded to his wish, but her brother advised so strongly against the plan that it was given up, and George returned to school.

He was a thoughtful lad. Before he was fifteen years old he had copied out, in round and boyish but beautifully regular handwriting, over one hundred rules in regard to behavior and good morals. There is no doubt that he tried to follow many of them. "The chief thought that runs through all

<sup>1</sup> Schoolhouses were often built in fields which were so worn out by continual crops that nothing could be grown in them

these rules is to practise self-control, and, from what we know of the boy and man, few have been more successful in the practice of this virtue."

He left school at fifteen, and went to live with his eldest half-brother, Lawrence, who had built a fine house on high ground overlooking the Potomac River. Lawrence had named the estate Mount



MOUNT VERNON.

Vernon, after the English admiral under whom he had served in Europe.

Lawrence Washington, the elder by fourteen years, became warmly attached to his young brother. Lawrence had married into the Fairfax family.

Lord Fairfax, who had inherited immense estates in Virginia, came to live in the colony. He was now about sixty years old. He was a well-educated man, had seen much of the world, was a keen ob-

server, and altogether was a fine specimen of an English nobleman. He, too, became very fond of the earnest, active, thoughtful boy, and soon had the opportunity to be of great service to him.

Nothing shows us the real George Washington so well as the fact that two men, who were experienced in the world, enjoyed the companionship of this youth of sixteen, and loved and trusted him.

Lord Fairfax had vast estates in an almost untrodden wilderness beyond the Blue Ridge Mountains. These lands had never been surveyed. To Washington Lord Fairfax intrusted the task of surveying these estates and fixing their boundaries.

The lad of sixteen, in company with a brother-in-law of Lawrence Washington and a few attendants, started in the early spring of 1748 on a trip up the Shenandoah Valley.

They slept in tents, or in settlers' huts, or on the ground under the open sky. They swam the rivers, pushed through the forests, and climbed the mountains. At one time they came upon a band of Indians on the war-path, and watched one of their wild war-dances around the camp-fire.

When Washington returned and showed his surveys, Lord Fairfax was greatly pleased with the clearness and accuracy with which the work had been done, and secured for his young friend the position of public surveyor. This was of great ad-

vantage to Washington, for it gave him regular work.

He followed this business for three years. It was a rough life. He spent much time on the frontier, where there were few settlements, and where the danger from wild animals and unfriendly Indians was great. The young man gained experience, and became hardy, self-reliant, and able to foresee dangers and to meet them.

Young as he was, he did his work well. His surveys were accepted without hesitation, and were never questioned afterward.

He thus describes his life in a letter to a friend : "Since you have received my letter of October last, I have not slept above three or four times in a bed, but, after walking a good way all the day, I have lain down before the fire upon a little hay, straw, fodder, or a bearskin, whichever was to be had, with man, wife, and children, like dogs and cats ; and happy is he who gets the berth nearest the fire."

The health of Lawrence Washington having failed, he went to Barbados, in the West Indies, in the hope of being benefited, and took his brother George with him. While on the trip George had a serious attack of smallpox. On his recovery the brothers returned to Virginia. Less than six months later Lawrence Washington died, leaving his brother George the guardian of his daughter, and, in the event of her death, heir to his estates.

England and France were now beginning to struggle for the possession of the New World. The French, following the St. Lawrence River and the Great Lakes, had claimed for France all the country south of those waters and west of the Alleghanies. They had found how rich the Ohio country was, and by making friends with the Indians, and by building a chain of forts, they expected to make good their claim. Virginia, also, claimed most of this territory, saying that her charter gave her all the country as far as the Pacific Ocean. Pennsylvania claimed part of it as a gift of King Charles to William Penn. Massachusetts, Connecticut, and New York, also had claims under their charters.

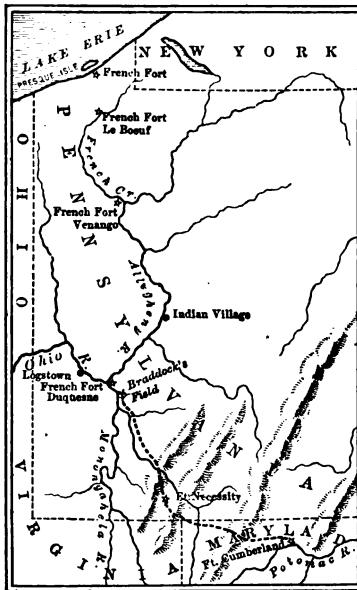
English settlers had made homes near the Alleghanies; others had gone around the mountains by passing through western New York. These English settlers had no intention of living under French rule on land which they believed to be English by right.

Governor Dinwiddie of Virginia sent a messenger to the French to warn them not to trespass on Virginia land; but the messenger was afraid not only of the French but also of the Indians, and turned back before he had come within a hundred miles of the French forts.

The governor had to look for some bolder man. He chose George Washington, who had lately been

appointed a major in the militia. The governor may have asked advice of Lord Fairfax, but it was the faithfulness and energy of the young surveyor that caused him to be chosen for this important service.

Washington was not quite twenty-two when he set out on this perilous journey. He had as companions a skilled backwoodsman, an old Dutch soldier, and some attendants. It was necessary to go about five hundred miles through forests, over mountains, and across rivers and streams, for there were no roads, except narrow Indian trails which often were lost in the wilderness.



ROUTE OF BRADDOCK'S EXPEDITION.

In due time the letter of the governor was delivered to the French commander. Of course the Frenchman had no intention of giving up his forts or the country to the English. But he wrote a polite reply, and, while he was doing this, Washington sketched the fort, and learned all he could about its strength, its supplies, and the number of soldiers in it.

The journey back was more exciting than the journey out. Washington and Gist, one of his companions, went on ahead of the rest with an Indian guide. The guide proved treacherous. They caught him in the act of firing on them, and Gist would have shot him, but Washington would not consent, and he was allowed to escape.

Their horses gave out and were left behind, and Washington and Gist went on afoot. The weather was bitterly cold, for it was now the middle of a stormy December. When they reached the Alleghany River they had to make a raft in order to get across. As Washington was trying to push the raft through the water his pole was struck by a cake of ice and he fell into the river, which was full of floating ice. The water was deep, but the two men managed to reach an island, on which they spent the night with their clothes frozen stiff.

In the morning they walked to the shore on the ice. They reached the settlements in safety, told their story, and delivered the French commander's letter.

It was now clear that the French intended to stay where they were. In the following spring, the governor sent out a small force, over which Washington was second in command. On this expedition, a few French soldiers were surprised, and some of them were taken prisoners. By the death of his superior officer, Washington came to be in com-

mand, and built a small fort, which he named Fort Necessity.

Here he was compelled to await an attack by the French. His force was largely outnumbered by the attacking party, his supply of powder and shot



BRITISH FOOTGUARD, 1745.

From Grant's "British Battles."



FRENCH SOLDIER.

After a watercolor sketch in the Massachusetts Archives. Coat red, faced blue, breeches blue.

was nearly gone, and when the French offered to make terms he felt obliged to yield. The French said that if the English would leave the country and promised not to come back for a year they might go. Washington was only too glad to accept these honorable terms.

By the next year England had concluded to attack the French in earnest, and sent out forces to join with the colonial troops in making a grand effort to conquer the French.

A part of the plan was to attack the French forts in the Ohio country. The officer in command of this expedition was General Edward Braddock. He was a brave man, but he knew nothing about fighting in the forests of America. He thought that the French and Indians should be fought as men fought in Europe. Franklin, in Philadelphia, warned him against surprises and the Indian's way of fighting, but Braddock said to himself: "What can a plain citizen like Franklin tell an old soldier like me about fighting?"

Braddock heard of Washington's skill and experience, and offered him a position on his staff, which was gladly accepted. The march was made slowly, but with safety, until the troops came within a few miles of Fort Duquesne, which the French had built. Suddenly, musket shots were heard in front, and yells and Indian war-whoops startled the British troops.

Washington begged Braddock to order his soldiers into the woods, so that each man might get behind a tree, and thus fight the Indians in their own fashion. Braddock refused, for that was not, in his opinion, the right way to fight.

The troops were soon panic-stricken by the

shots and yells of an almost unseen foe; Braddock was mortally wounded, and his men fled in the wildest confusion. If it had not been for Washington and the Virginia militia, which the British general had thought almost beneath contempt, the rout would have been still worse.

Washington, during the fight, did his best to rally the troops; he aimed and fired a cannon



BRADDOCK'S FIELD.

himself; he was everywhere on the fatal field, exposing himself regardless of danger. He had two horses shot under him, and four bullets passed harmlessly through his clothes. The Indians thought that he bore a charmed life.

He it was who gathered together what was left of the army and conducted the retreat. Though this expedition was such a failure, Washington came out

of it with a higher reputation than ever. He was made commander of the Virginia forces, and for three years guarded the frontier of the colony.

This expedition was only one incident of the war. The conflict was also carried on in other parts of the country. At last England appointed General James Wolfe, a brave man and a skilful officer, to lead an expedition against Quebec, the great stronghold of the French.



GENERAL JAMES WOLFE.

After the print in Entick's "General History of the Late War."

Quebec was commanded by the Marquis Montcalm, one of the ablest of the French officers. The town stands on a high cliff; it is protected on three sides by water; on one side are high rocks which seem well-nigh inaccessible.

Wolfe almost despaired of taking the town, but, hearing of a path which led up the cliff, he determined to make an attempt to scale the heights. One dark night, he and his troops floated down the river with the tide, and landed at the foot of the cliffs. A few soldiers climbed the path; they surprised and captured the French sentinel at the top before he could give the alarm. Soon Wolfe's forces were on the heights, ready for the attack.

Montcalm was amazed when he learned of Wolfe's feat. In the battle which followed, both generals were mortally wounded. As Wolfe fell, pierced by a shot in his breast, he heard a cry: "They run! they run!" "Who run?" he asked. "The French," was the reply. "Now God be praised, I die in peace," he said, and died. Montcalm, struck down



QUEBEC IN THE EIGHTEENTH CENTURY.

From an old print.

by a bullet, said to the surgeon: "How long shall I survive?" "Ten or twelve hours, perhaps less," was the reply. "So much the better; I shall not live to see the surrender of Quebec." In five days the town surrendered. The war dragged on, but France was conquered.

In the treaty of peace (1763), France gave up

to England all her possessions in America as far as the Mississippi, except two small islands near Newfoundland, to be used as fishing stations. All the rest of the lands which she had claimed she gave to Spain.

The English colonists now could settle where they pleased in the Ohio country, without fear of an enemy except the Indians.

When the French withdrew from the Ohio country, Washington had the pleasure of being with the British forces when they took possession of the smoking ruins of Fort Duquesne, which now became Fort Pitt, and later, Pittsburgh.

Before the close of the war, Washington was married to a charming, wealthy young widow, Martha Custis. His niece died, and he came into possession of his brother's large estates, including Mount Vernon, which was henceforth his home. He was only twenty-seven years old, and yet he was one of the foremost men of Virginia, admired as her best soldier, and respected by all.

Whatever Washington did he did well. He became the most successful planter in Virginia. Of course, like all other rich men in the colony, he had slaves, but they were contented, and he never sold one of them.

As his surveys made in his youth were unquestioned, so now, when his name was seen on a barrel or a bag of flour or on a hogshead of tobacco, every-

body knew that the flour or tobacco was exactly what it should be.

He was fond of outdoor exercise, and he often went fox-hunting with his neighbors. For this recreation he would dress in a blue coat, scarlet waistcoat, buckskin breeches, and a velvet cap.

When a youth he is said to have thrown a stone across the Rappahannock River, where nobody had done it before and nobody has done it since. He was six feet two inches tall, wore a number eleven shoe, and his gloves had to be made especially for him, his hands were so large. He kept his strength, for, when he was forty, he threw an iron bar to an almost incredible distance; and when he was in the Revolutionary Army he once picked up the poles and canvas of his tent, and threw them into the camp wagon with ease. This was usually the work of two men.

#### OUTLINE.

George Washington was the son of a Virginia planter. He received a limited education. Became a skilled surveyor. Was sent on important missions to the French. Was aide to General Braddock during the French and Indian War. The French were defeated, and England gained the vast western country to the Mississippi River. Whatever Washington did he did well. He was strong and athletic.

186      History of the United States.

When and where was George Washington born?

Describe the Virginia of those days.

Tell the story of Washington's school days.

Tell the story of his surveying trip in the Shenandoah Valley.

Describe the beginning of the conflict between England and France in the New World.

Tell the story of Washington's expedition to the French fort.

Tell the story of Braddock's defeat.

Tell the story of the capture of Quebec.

Describe Washington's marriage, his personal character, his bodily strength, and personal appearance.

## THE REVOLUTION.

DURING the French and Indian War the colonists learned how strong they were. The war also made them better acquainted with each other, because the men of the middle and eastern colonies had stood side by side in battle. Moreover it made them feel that the French territory could not have been won without their aid. It helped to unite the colonies as nothing else had been able to do. It showed them that they had common interests, and even made some of them think that they could get along without England.

They laid heavy taxes upon themselves, to pay the expenses of their own troops, and did it willingly; but when England began to tax them they objected.

They claimed that, as they were not represented in the English Parliament, that body had no right to tax them. Many of the people of England could have made a similar claim, for Parliament was elected by a small number of voters, and many large towns were unrepresented. But the Americans felt that, if their money was to be spent, they should have some voice in deciding what should be done with it.

There were many Englishmen who thought that the Americans were right. The English government, however, thought differently, and in 1765 Parliament passed the Stamp Act, a law which required all law papers, all agreements, all marriage certificates, and many other papers, in order to be of any use, to be written on paper which had a certain value stamped upon it. These sheets of stamped

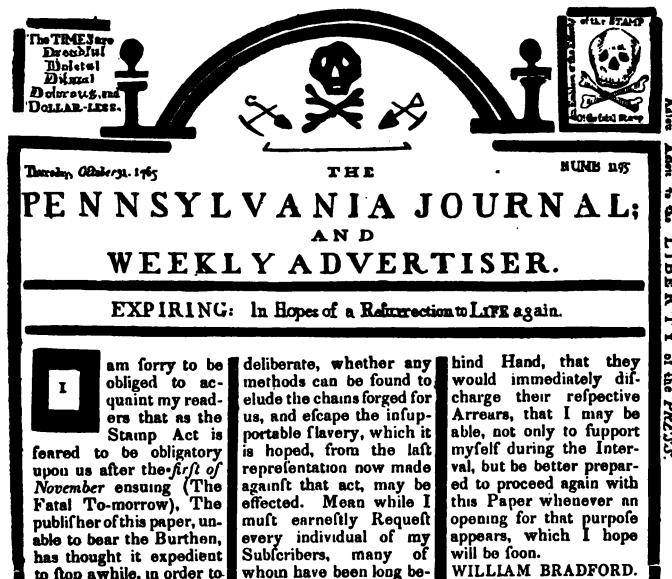


STAMPS USED IN 1765.

paper varied in value from one cent to sixty dollars, or even more.

When the Americans heard of this plan of taxation they were very indignant. They refused to buy any of the stamped paper, and no one dared to keep it for sale. The English government could not force the people to buy what they did not want, and so the plan failed. Parliament now thought it wise to repeal the law, but declared at the same time that it was right to tax the colonies. There was great joy in America and in England when the

repeal of the Stamp Act was known. The joy did not last long, for Parliament soon found another way to tax the colonists. It was said "The Americans are very fond of tea. They cannot grow it in America, and they will have to pay any tax we



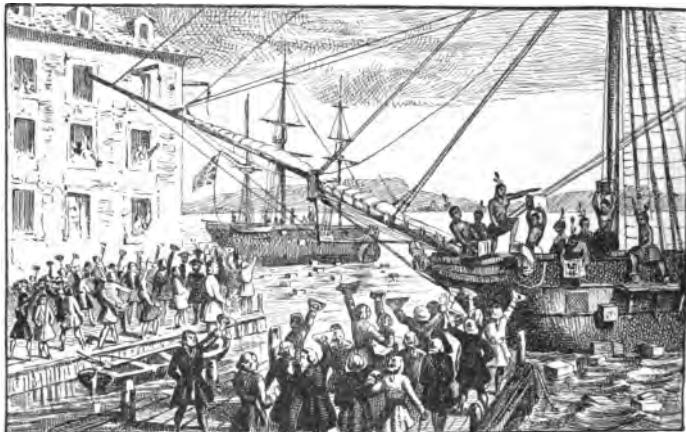
A COLONIAL NEWSPAPER.

A fac-simile about one-third the size of the original.

choose to put upon it." So a tax of threepence, about six cents, was laid upon every pound of tea that should be brought into America.

As soon as the Americans heard of this, they said, "We will not drink any tea that comes from Eng-

land into America." When vessels having tea on board reached Boston they were ordered back, but the British officers refused to let them sail. Then one night a party of men, dressed as Indians, went on board the ships, hoisted up from the holds of the vessels more than three hundred chests of tea, broke them open, and emptied the tea over the sides of the



THE BOSTON TEA-PARTY.

From an old print.

ships into the water. This performance was called "The Boston Tea-party."

When tea ships went to Philadelphia and New York, the captains were not allowed to put the tea on shore. At Charleston, South Carolina, the tea was landed, but was stored in damp cellars, so that it soon spoiled. At Annapolis, Maryland, the tea was burned.

When the king and his ministers heard of these acts of violence they were very angry. There were only two courses for them to follow,—either to repeal the law or to try to enforce obedience. Naturally the government decided upon the latter.

Massachusetts was the most unruly colony, and Parliament passed several laws to punish her. One of the laws provided that no ships should



CHARLESTON IN 1780.

After a drawing by Leitch.

enter or leave Boston Harbor until the town should make good the loss of the tea, and agree to obey the laws. Another law took away several of the privileges which had been given to Massachusetts in her charter. This law was the worst of all, for, if Parliament could change the charter of one colony, it could change the charters of all, and the liberty which had been given them would be at the

mercy of a government in which the colonists had no representation. Another law gave the British government the right to quarter troops on the colonists.<sup>1</sup>

When the news of these and other laws reached America, the whole country was stirred up. Meetings were held everywhere to protest against them.

Meanwhile the people of Boston began to suffer from the closing of their port. Help came from all over the country. Charleston, South Carolina, sent rice, New York sent wheat, and from other places came various kinds of provisions and also money. On the day on which the law was to go into effect the bells were tolled and the houses were hung with black.

In Virginia, Washington presided at a meeting where it was resolved not to use anything British until the rights of the colonists were restored. In every one of the colonies such meetings were held, and similar resolutions were passed.

Men and women wore homespun clothes, and rather than use anything imported from England, drank tea made of the leaves of raspberry or other plants, such as sassafras or sage.

The British government had sent troops to Boston, and had placed them under the command of General Gage, the military governor of Massachu-

<sup>1</sup> To quarter troops is to force the inhabitants to board soldiers in their families.

setts. Already the colonies felt that the cause of Massachusetts was the cause of all, and that it would be well to consult together as to what was best to be done.

All the colonies, except Georgia, whose governor managed to prevent it, chose men to go to Philadelphia to meet and consider the whole question. This body was called the Continental Congress. It met in Carpenters' Hall, September 5, 1774.

Each colony had chosen some of its best men. Massachusetts sent John Adams and Samuel Adams; Virginia, George Washington and Patrick Henry; New York, John Jay; Pennsylvania, John Dickinson; South Carolina, John Rutledge.

The Congress prepared addresses setting forth clearly the position of the colonies, and threatening resistance if Parliament and the king did not yield. It also advised that no British goods should be imported or used.

All this had little or no effect on the king and his ministers. They resolved to force the Americans to submit. More British troops had been sent to



SAMUEL ADAMS.

After the portrait by Copley, in Boston  
Museum of Fine Arts.

Boston, and it needed only some slight trouble to bring on war.

The course followed by the king and the majority in Parliament was opposed by some of the ablest English legislators, such as Edmund Burke and William Pitt, and also many English citizens, but without avail.



JOHN HANCOCK.

After the portrait by Copley painted in 1774,  
in Boston Museum of Fine Arts.

patriots, Samuel Adams and John Hancock, of the danger.

Signal lanterns were hung out from the tower of the old North Church in Boston, to show that the soldiers were to cross the harbor, and soon alarm bells and swift riders were waking the farmers and minute-men.<sup>1</sup>

As Paul Revere galloped along the road to Con-

<sup>1</sup> Minute-men: so-called because they were to be ready at a minute's notice.

cord, some one called to him, " You are making too much noise." " You'll have noise enough before long," he shouted back ; " the regulars are coming out."

The regulars did come out, and they found the whole country roused and ready for them. But nothing was done until Lexington was reached. There the soldiers found a body of minute-men drawn up on the green before the meeting-house. The British officer commanded the Americans to disperse, but they stood still. Then the officer ordered his men to fire, and several of the Americans were killed, and others wounded.

The soldiers marched on to Concord, where more Americans were drawn up at a bridge. Again there was firing. Then the British, having destroyed some stores, started on their return, and all along the road from Concord to Boston they were fired upon by the farmers and minute-men, who were behind barns and houses and stone walls.



THE MINUTE MAN.

From the statue at Concord, Mass.  
The inscription on the pedestal  
reads:

"Here on the 19th of April, 1775, was made the first forcible resistance to British aggression. On the opposite bank stood the American militia, here stood the invading army, and on this spot the first of the enemy fell in the War of the Revolution, which gave independence to these United States. In gratitude to God and in the love of freedom this monument was erected A.D. 1836."

The battles of Lexington and Concord took place on the 19th of April, 1775. This was the beginning of the war between the colonies and the mother country.

The Americans soon had an army encamped before Boston, shutting General Gage and his soldiers within the city. He was not alarmed, for he

did not think that the Yankee farmers would really fight; but he soon saw his mistake.



PAUL REVERE.

After the picture by Gilbert Stuart.

The Americans heard that he intended to take Charlestown, a village across the river from Boston, and they resolved to prevent it. They left Cambridge in the evening of the 16th of June, marched to Charlestown, and began at once to throw up fortifications of earth.

Early the next morning the British were amazed to find a wall of earth on the hill. Twice they tried to capture the works; twice they were driven back with great loss of life; a third time they were successful, for the powder of the Americans had given out, and they were forced to retire. This battle is known as the battle of Bunker Hill. Though the Americans were defeated, it showed that the col-

nists could stand up against the regular British troops. The news of what had been done inspired hope throughout the land. When Washington heard of it he said "The liberties of the country are safe."



THE COLONIES IN 1776: NORTHERN SECTION.

Meanwhile a second congress at Philadelphia had seen that there must be war, and with one voice appointed George Washington Commander-in-Chief of the army. He accepted the difficult trust. Under a great elm tree at Cambridge, Massachusetts, July 3, 1775, he formally took command. His head-

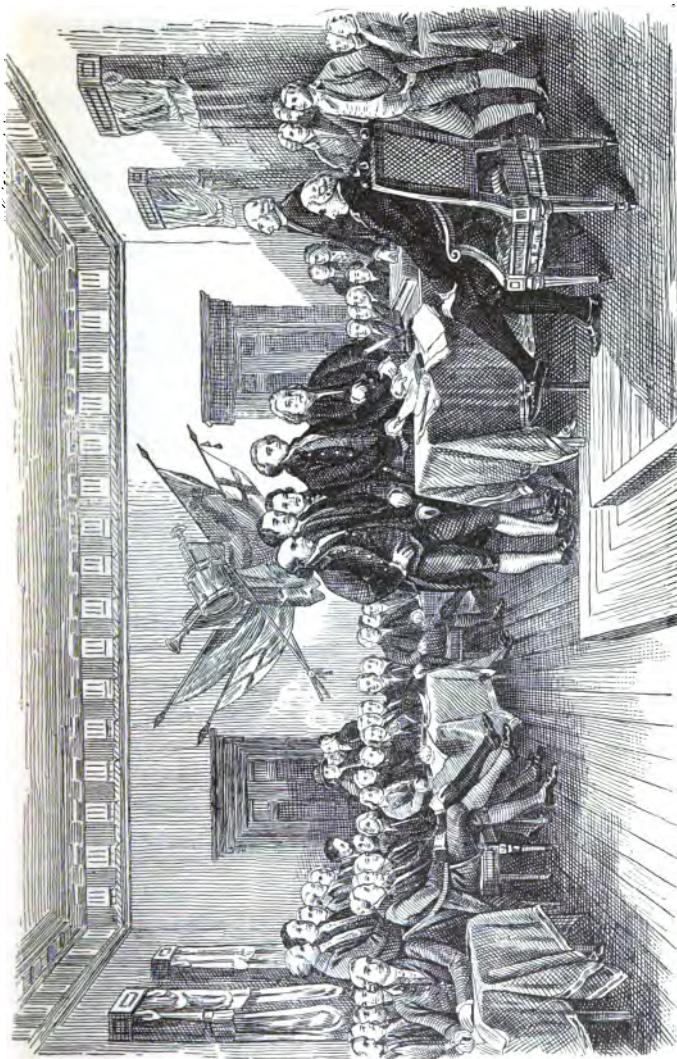
quarters were in the house so well known since as the home of the poet Longfellow.

It was a strange looking army that Washington found. Supplies were scarce, most of the men were without uniforms, and they were wholly unused to military order and discipline, and were for a long time very unwilling to submit to necessary rules. They were, however, intelligent men and brave patriots. Out of such material as this was Washington's army made up, but with it he forced the British, in March, 1776, to leave Boston.

Washington did not rest, but marched his army to New York, where he knew an attack would be made. He reached New York in time, but was compelled to leave the city, as the British were greatly superior in numbers to his forces. The Americans were defeated on Long Island, and Washington was forced to retreat across New Jersey toward Philadelphia.

The retreating army was pursued by Lord Cornwallis, the British general, and had not Washington, with wise foresight, secured all the boats on the Delaware River for miles above and below Trenton, the British would have followed the Americans into Pennsylvania.

In the meantime the Congress in Philadelphia had decided that the colonies should declare their independence of the mother country. On the 4th of July, 1776, the delegates in Congress adopted



THE DECLARATION OF INDEPENDENCE.  
After an engraving of the painting by Trumbull.

the Declaration of Independence, proclaiming the thirteen colonies free and independent. The name chosen for the new nation was the United States of America.

Washington's retreat from New York, which took place about six months after independence had been declared, was most discouraging to the

*When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature & of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the ~~the~~ separation.*

*We hold these truths to be self-evident: that all men are created equal & independent; that ~~they are endowed by their creator with certain unalienable rights~~; that ~~among these are~~ ~~equal creation they derived~~ ~~independence & unalienable rights, that~~ ~~the government~~ ~~are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter~~*

FAC-SIMILE OF THE FIRST TWO PARAGRAPHS OF THE DECLARATION OF INDEPENDENCE.

army and to the whole country. Washington saw that something must be done. He did not dare to attack the whole British army, for it was very much larger than his own. He resolved to attack part of it. Trenton was held by Hessians, German troops whom the English had hired to fight for them. They were having a good time on Christmas night,

1776. It was stormy, but that was just what Washington wished for. He had secretly collected a number of boats, and before the Hessians dreamed of what was coming, he crossed the river, seized the town, took a thousand prisoners, and returned to Pennsylvania.

A few days later, he again crossed the river, and had a skirmish with Cornwallis, who had been



TABLE AND CHAIR USED AT THE SIGNING OF THE DECLARATION OF INDEPENDENCE.

In Independence Hall, Philadelphia.

sent to attack him. The night following, Washington left his camp-fires burning, slipped past Cornwallis, and hastily marched upon Princeton. The first that Cornwallis knew of Washington's whereabouts was the booming of cannon behind him. Of course, Cornwallis had to follow to protect his supplies, and soon most of New Jersey was regained by the Americans.

This was Washington's great campaign. It was fought against great odds, and had it not been successful, there is every reason to believe that the Revolution would have failed.

The British next cast their eyes upon Philadelphia, but, being unwilling to meet Washington in New Jersey, they sent their army around by sea to



VALLEY FORGE.

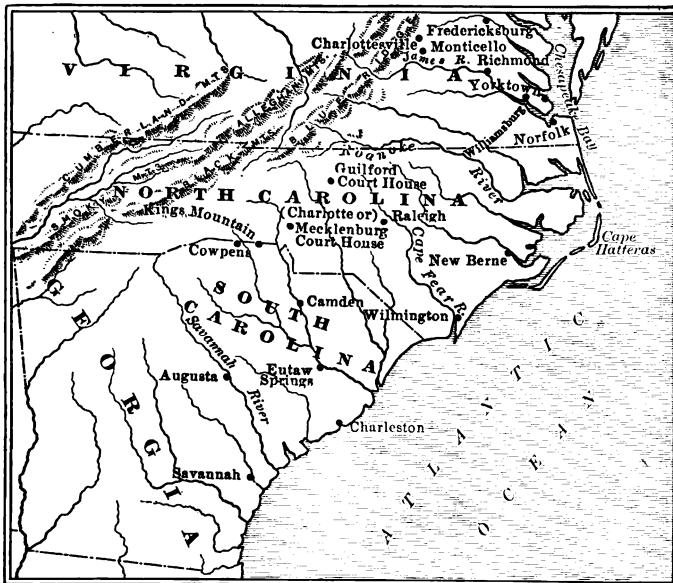
Washington and Lafayette visiting the suffering army. After the painting by A. Gibert.

Chesapeake Bay. The troops were disembarked at Elkton, near the head of the bay, and marched toward Philadelphia.

Washington fought two battles to keep the city from falling into the enemy's hands, but was defeated, and Philadelphia was taken.

The winter of 1777-78, a bitterly cold one, was

spent by Washington's army at Valley Forge on the Schuylkill River, about twenty miles from Philadelphia. The army suffered terribly from cold, hunger, and want of supplies, but Washington did not despair.



THE COLONIES IN 1776: SOUTHERN SECTION.

While he had been fighting one army near Philadelphia, another British army under Burgoyne was marching down from Canada. At Saratoga it was beaten by the Americans under General Gates, and Burgoyne and his army were made prisoners of war.

This great victory made the European nations

believe that the colonists were going to succeed after all. Benjamin Franklin, before this, had been sent to France to try to get the French king to help the United States. French money had already been sent secretly, but it was not until after the victory at Saratoga that the French government made a treaty with the new nation, and agreed openly to help the United States in the struggle against England.

The British army soon left Philadelphia, for it was feared that a French fleet might take New York, which, as a better seaport, was of great value to the English. The winter spent in Philadelphia had not made the troops better soldiers, for, while the poor fellows in the American army at Valley Forge had been suffering from hunger and cold, the British officers had been having a round of balls and amusements, and the soldiers, for the most part, had had little fighting to do. Dr. Franklin said, "The British have not taken Philadelphia, but the Philadelphians have taken the British." Washington quickly followed the enemy, and the armies were soon very nearly in the positions they had held two years before.

The United States had a very small navy, but the officers and crews were brave and skilful. John Paul Jones was the most celebrated of these officers. On one expedition he sailed through the Irish Channel, and in less than a month, destroyed four vessels, seized a fort at Whitehaven, and burned the ship-

ping in the harbor. He also captured a prize, and took it with him to France.

At another time, off Flamborough Head, on the eastern coast of England, his ship *Le Bonhomme Richard*, fought the British ship *Serapis*. The two vessels came so close to each other, that Jones lashed them together. A desperate conflict took place. The *Richard* was so much injured that the English captain called out "Have you struck?" Jones shouted back, "I have not yet begun to fight." The *Serapis* surrendered, but Jones's vessel was so injured that he transferred to the prize everything that was possible. He had hardly done this when the *Bonhomme Richard* sank. These are only some of the exploits of John Paul Jones.

Most of the naval warfare was carried on by privateers, that is to say, private vessels licensed to make war on an enemy. There were several hundred of these American privateers, and the damage that they inflicted on British commerce was very great.

The war dragged on. The English nation was getting tired of a war of which so many of their



PAUL JONES.

*After the etching by A. Varen.*

people disapproved, and in which there seemed little prospect of final success. On the other hand, the American army was so poorly supplied with food, clothing, and arms, that Washington had a hard time to keep his men together.

Congress failed to provide money with which to buy supplies. Robert Morris, a patriotic citizen of Pennsylvania, and a few others, helped greatly in this trying time, by borrowing money to support the starving troops. But for this and the personal influence of Washington over his army and officers, the American army might have disbanded.



Device printed in Franklin's "Pennsylvania Gazette," 1754.

About this time came an event which caused much uneasiness among the Americans. This was the treason of Benedict Arnold. Arnold had taken an active and helpful part in an expedition against Canada, and had fought bravely at Saratoga, where he was severely wounded. In 1778 he was placed in command at Philadelphia. While in that city he married the daughter of a Tory, as those who sympathized with England were called. He lived extravagantly and ran into debt; he was accused of using the funds of the army. He was tried and sentenced to be reprimanded by Washington. Washington did this as mildly as

possible, and afterward gave him the command of West Point, a fort which controlled the Hudson. But Arnold's pride was touched. He opened correspondence with Clinton, the British general in New York, and agreed to surrender the fort to the British. Major André, Clinton's agent in this business, was captured while on his way back to New York, and papers in Arnold's handwriting were found upon his person. The plot was discovered; André was tried by courtmartial, and was hanged as a spy. Arnold heard of André's capture in time to escape. He was rewarded by the British with money and the rank of brigadier-general. He fought against his countrymen, and at the end of the war went to England, but was everywhere regarded with contempt.

In the south, the English had an army so much stronger than the American forces, that notwithstanding the skill and bravery of such officers as Francis Marion, Thomas Sumter, Andrew Pickens, and William Washington, the Carolinas fell under British control. Against Washington's advice, Congress sent General Gates to command the American army. Gates met Cornwallis at Camden, South Carolina, and was very badly defeated. Thinking all was lost, he jumped on his horse, and never stopped in his flight until he had left the battle-field seventy miles behind him.

Congress now was willing to take the advice of

Washington, and, in accordance with his suggestion, General Nathanael Greene was sent to take the place of Gates. Greene was the best officer, next to Washington, in the Continental army. Greene did not fight much, for his forces were weak, but he managed to get the British army into such

an awkward situation that Cornwallis found it best to leave the Carolinas; so he marched into Virginia, and encamped on the peninsula of Yorktown.

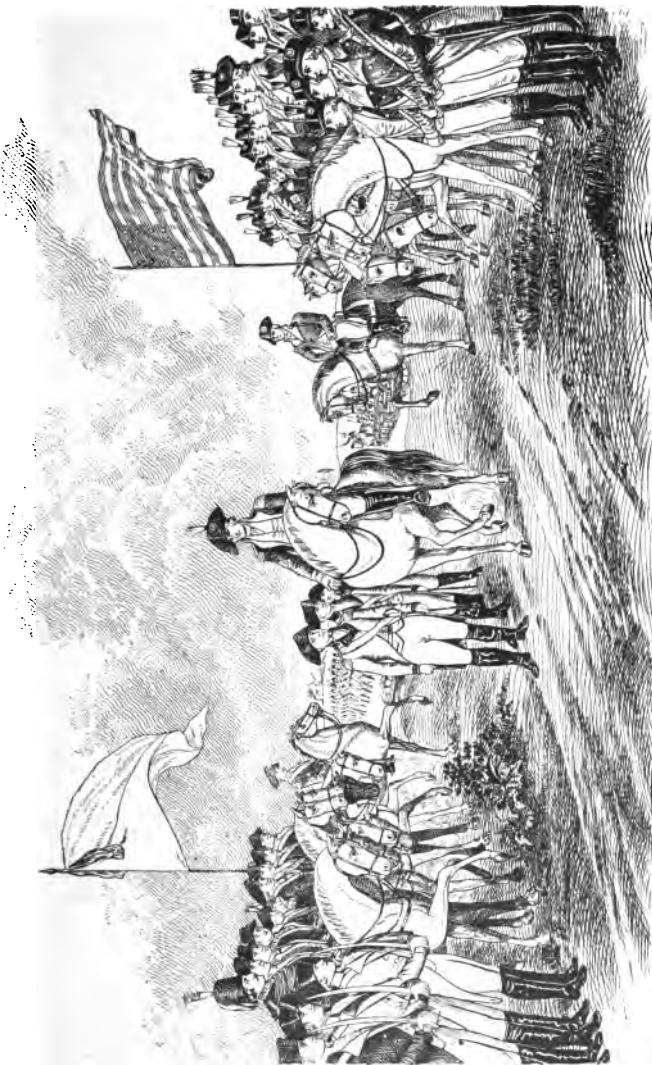


GENERAL NATHANAEL GREENE.

From the painting by Charles Willson Peale,  
1783.

sey, Pennsylvania, and Delaware, to Elkton, Maryland. From this place he sent the greater part of his troops by water to York River, Virginia. He himself hurried thither by land, halting for two days at his beloved Mount Vernon, which he had not seen for six years.

Washington had persuaded the commander of the French fleet to help the American army. Thus,



THE SURRENDER OF CORNWALLIS AT YORKTOWN, OCTOBER 19, 1781.

From an engraving of the painting by Trumbull, in the Capitol at Washington.

shut in by sea and by land, Cornwallis was compelled to surrender to the combined French and American forces. It was a great victory, and every one felt that it decided the war.

Though it was two years before peace was declared, no battle of importance was fought after Yorktown. The thirteen colonies had won their



THE STATE-HOUSE, ANNAPOLIS.

From Scharf's "History of Maryland."

independence, and were recognized by the mother country as the United States of America.

On the 20th of December, 1783, Washington went to Annapolis, Maryland, where the Continental Congress was in session, to resign his commission as Commander-in-Chief of the American army. There, in the hall of the old state-house, a building which is still standing, he laid down the charge he had accepted more than eight years before at Philadelphia.

He said in his short address, "Having finished the work assigned me, and bidding an affectionate farewell to this august body, under whose order I have acted, I here offer my commission and take leave of all employments of public life." He hastened to Mount Vernon, and again became a Virginia planter. But his fellow-citizens did not let him remain long in the quiet of home life.

Shortly before the end of the Revolutionary War the states of the Union entered into an agreement and adopted a set of rules known as the "Articles of Confederation." These rules were intended to govern the country, but they were faulty because they did not give Congress any power to enforce the laws. As Congress could not make people pay their taxes, it soon had no money to pay the debts of the nation, or even the regular expenses of the government. It could not make treaties with foreign nations, because it could not carry them out after they were made. It could not keep up an army or a navy, for it could not raise money to pay the men, or to build vessels.

Each of the states wished to do as it pleased without regard to the others, and there was but little national feeling. Congress could only ask the states to supply money, and if any state did not wish to do so, Congress was helpless. The nation was in danger of being despised at home and ridiculed abroad. It was clear that something must be

33) of the United States.....

			Gold!	Lauſeſ.
1779	To amonat bld forward	36,099	2371	4 4
Oct 6	To Major Gibbs - At Capt	3000		
Dec 23	Ditto - Ditto	3000		
1780				
Jan 20	To Major Gibbs - At Capt	3000		
March 14	Ditto - Ditto	3000		
28	Ditto - Ditto	3000		
Ap 14	Ditto - Ditto	3000		
14 66	To expences of a Visite Eliz "Tong by Boston line"	100	7	12 6
May 2	To Major Gibbs - At Capt	4000		
11 13	Ditto - Ditto	4800		
June 1	Ditto - Ditto	4900		
# 15	To expences while the Army was moving at Springfield & the Army about Elizabeth Town	36 15		
Aug 20	To Major Gibbs - At Capt	5000		
# 29	To Col. Graham of the York State Troops - p Dec 2 7	412	1 1	
Sept 2	To Col. Meade's disburſem. p Acc 3 re adred paci ding 1505 Dollars enter red to be credited by 3			
Nov 7	May Gibbs in his Acc - 10,000			
11 11	To Richd Humphrey 1/3 Acc 1/3 Col. Biddle's Rec'd from - £53 10 0 ded. diff of back 10 14 - £1	42 16		
15	To The expence of a Recov northe as far as the Town of Bergen - out of the back	12 15		
16 27	To Major Gibbs - At Capt	5000		
17	To Col. Meade's Acc 3 after penditure to Hartford when I went to meet him laceb H. C. de Rochamboan Gardn de Ternay - Includt 216 8 M. to Major Gibbs & credited in his acc - 8000			
	Can? forward -	951299	2483	3 11

A FACSIMILE OF WASHINGTON'S ACCOUNTS KEPT DURING THE REVOLUTION.

From "Monuments of Washington's Patriotism."

with G. Washington C<sup>r</sup> (34)

			Doll <sup>r</sup>	lawful
1779	By amount brought forward		35,710	£1824 7-0
Sep	By the Paymaster General upon a warrant		3000	
Nov			3000	
Dec <sup>3</sup>	By Ditto	Ditto	3000	
Jan 29	By Ditto	Ditto	3000	
Feb 4	By Ditto	Ditto	5000	
March 1	By Ditto	Ditto	9000	
28	By Ditto	Ditto	3000	
Ap 13	By Ditto	Ditto	3000	
May 2	By Ditto	Ditto	4000	
13	By Ditto	Ditto	4000	
*	By Cash			133 16
Janet 1	By the Pay master General upon warrant <sup>2</sup>			
			4300	
15 1779	- Ditto	Ditto	10000	
Aug 20 1779	- Ditto	Ditto	5000	
Sept 14 1779	- Ditto	Ditto	8000	
27	By Ditto	Ditto	5000	
<hr/>				
* This sum stands in my acc <sup>r</sup> as a credit to the Public acc <sup>r</sup> - but I can find no charge of it against me in any of the Public offices where the mis- take lies I know not, but wish it could be apertained, as there is no desire to injure or be injured.				
<hr/>				
Carried forward				
			99,810	£958 3-

A FACSIMILE OF WASHINGTON'S ACCOUNTS KEPT DURING THE REVOLUTION  
From "Monuments of Washington's Patriotism."

done if the United States was to become a strong nation or even to keep its independence.

At length, in 1787, the states chose a number of their wisest men, among them George Washington, Benjamin Franklin, Alexander Hamilton, and James Madison, to frame some better form of government which could enforce its laws and be truly national.

After four months, they drew up the Constitution of the United States of America. In the course of a year, eleven of the states had adopted it, and it became necessary to choose a President. There was one man to whom all eyes turned, George Washington, and he was chosen unanimously. John Adams was chosen Vice-President.

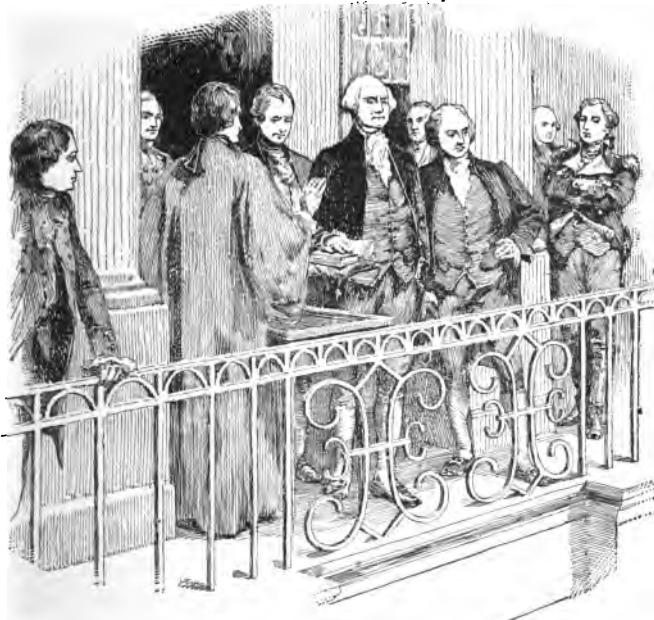
New York City was the place at which Congress was sitting, and as there were no railroads or steam-boats or telegraph in those days, a special messenger was sent to tell Washington that he had been elected the first President of the United States.

All the way from Mount Vernon, the roads along which Washington travelled were lined with people to see him and to cheer him as he passed. In every village, men and women from the farms and workshops crowded the streets to watch for his carriage; and the ringing of bells and firing of guns marked his coming and going.

Citizens of Baltimore went out to meet him and escort him into the city, while booming of cannon welcomed him. The governor of Pennsylvania,

with soldiers and citizens, met him at the state line and escorted him to Philadelphia.

At Trenton, there was a grand arch of triumph,



Steuben.

Gov. A. St. Clair.

Sec'y S. A. Otis.  
Chancellor R. R. Livingston.

Roger Sherman.

John Adams.

Gov. E. Clinton.

Gen. Henry Knox.

George Washington.

WASHINGTON TAKING THE OATH AS PRESIDENT, APRIL 30, 1789.

and young girls went before him, strewing flowers in his path, and singing songs of welcome. When he reached Elizabethtown, he embarked in a barge manned by thirteen master-pilots dressed in white, and was rowed by them to New York. He entered

the city to the sound of music, salutes of artillery and ten thousand shouts of welcome.

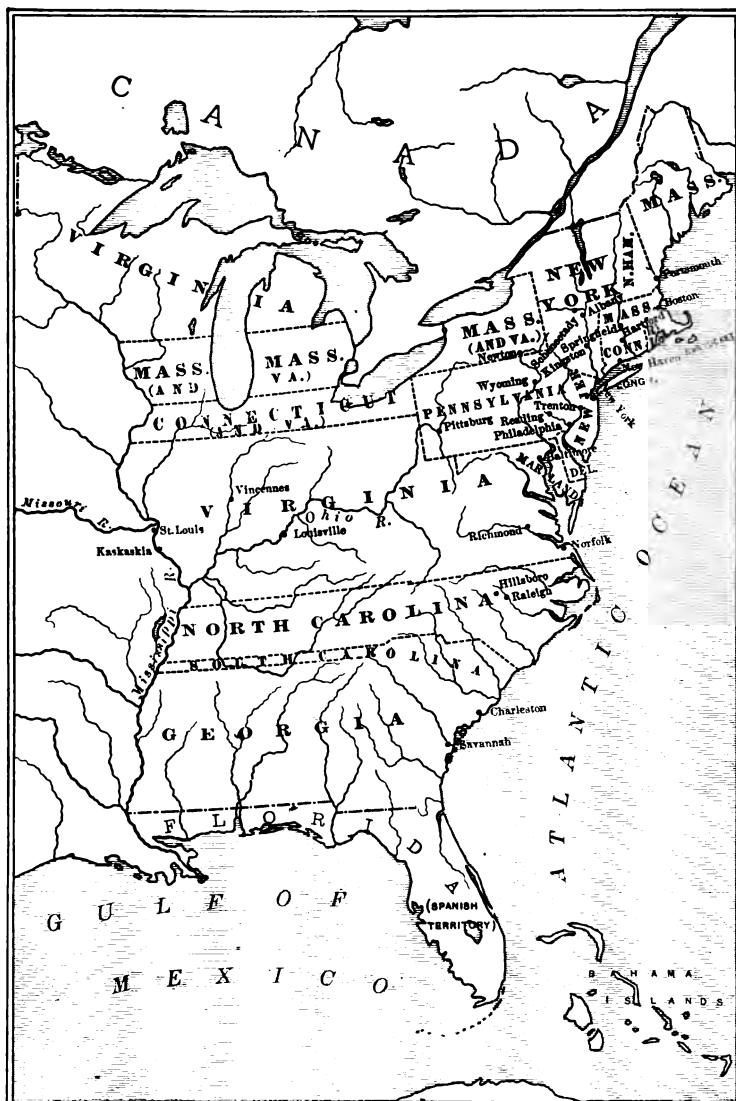
On the 30th of April, 1789, he took the oath of office on the balcony of Federal Hall, in the presence of a great multitude. The new government had begun.

Washington was re-elected in 1792. He died in 1799; it was well said of him that he was "first in war, first in peace, and first in the hearts of his fellow-countrymen."

#### OUTLINE.

The English colonists learned their own strength during the French and Indian War. They were not represented in the English Parliament, and objected to taxation without representation. Parliament passed in 1765 the Stamp Act. But it could not be enforced. The act was repealed and a tax on tea imposed. Colonists refused to receive tea or to pay the tax. Parliament passed several acts to punish Massachusetts. The people all over the country sided with Massachusetts.

The action of the British brought on an appeal to arms. Washington was appointed Commander-in-Chief. The Continental Congress adopted the Declaration of Independence, July 4, 1776. After eight years of warfare, the British acknowledged the independence of the colonies. Washington resigned his commission 1783. The states had adopted an agreement by which the country was to be ruled, but it gave Congress no power to enforce its laws. A convention drew up the Constitution which was adopted.



THE UNITED STATES AFTER THE REVOLUTION.

218      History of the United States.

George Washington was unanimously chosen the first president. The new government began on the 30th of April, 1789. Washington died 1799.

What did the colonists learn from the French and Indian War?

Why did they claim that Parliament had no right to tax them?

What was the Stamp Act?

Tell the story of the attempt to collect a tax upon tea.

Tell the story of Paul Revere, and of Concord and Lexington.

Describe the battle of Bunker Hill.

Describe Washington's campaign in the neighborhood of Boston ; New York.

Tell about the Declaration of Independence.

Tell the story of the surprise of Trenton ; of the New Jersey campaign.

Describe the winter at Valley Forge.

What induced France to help the Americans ?

Tell the story of John Paul Jones.

Describe the treachery of Arnold.

Tell the story of the war in the south ; of the surrender of Cornwallis.

Why were the Articles of Confederation unsatisfactory ?

How was the Constitution framed ?

Who was the first president ?

Tell the story of Washington's journey to New York.

When did he take the oath of office ?

When did he die ?

## DANIEL BOONE.

THE English had gained Canada and all the country between the Alleghanies and the Mississippi River as a result of the great war with the French. It was a wild country. Numerous bands of Indians roamed from place to place in search of game. There were buffaloes, elks, deer, and wild turkeys. Among the wild animals to be dreaded were bears, wolves, panthers, rattlesnakes, and copperheads.

There were vast forests tangled with underbrush and thickets. The Indians claimed the land, but the greater part of it was used as hunting grounds by several tribes, and no one tribe could properly say that the land was its own.

Up to 1763, the year in which peace was made between England and France, very few Englishmen had been in this western country. The land south of the Ohio River was almost an unknown wilderness. One of the first to cross the mountain ridges which were the western boundary of the Atlantic settlements was Daniel Boone.

Daniel Boone was born in Bucks County, Pennsylvania, in 1734. His parents lived on the bank

of the Delaware River, in that part of Pennsylvania which was still a wilderness. When the country became more settled, and while Daniel was a small boy, they moved to the valley of the Yadkin River in North Carolina, on the outer edge of the settlements.

Daniel grew up to be a thorough backwoodsman. He became skilful with his rifle; he learned the secrets of backwoods life, and, with a wonderful accuracy, he could follow the trail of man or animal. No one could plough, hoe, or chop down trees better than he; and, like almost every active, able frontiersman, he could survey.



DANIEL BOONE.

After the painting by C. Harding.

Part of an old beech tree was shown at the Columbian Exposition, in 1893, on which could still be traced the words: "D. Boon cilled a bar on tree in the year 1760."<sup>1</sup> Like many others at that time, he did not spell even his own name always in the same way.

There were many backwoodsmen as skilful as

<sup>1</sup> D. Boon killed a bear on (this) tree in the year 1760

Boone; there were many who passed through as surprising adventures; but, among men who often gave way to intemperance, he was always sober; he was patient, enduring, brave, daring when occasion called for it, but prudent, and always modest. He inspired confidence, and for this reason he was employed on many enterprises.

He was able to make his skill and knowledge of advantage to others. He said he was an instrument ordained of God to settle the wilderness. He had made a number of excursions into the lands west of North Carolina, and had been greatly pleased by the beautiful country and by the abundance of game.

On the 1st of May, 1769, Boone, with five companions, started from the Yadkin valley to "wander through the wilderness of America in quest of the country of Kentucky."

In about six weeks they reached the place for which they had set out. It more than satisfied their hopes. The country was full of game, and for six months they enjoyed such hunting as they never had known before.

In December they were attacked by Indians, and Boone and one of his companions, named Stewart, were captured. Showing as little anxiety or fear as possible, they watched for a chance to escape, and one night, after a feast, when the Indians were asleep, Boone and Stewart succeeded in getting

away. When they reached their old camp they found it deserted, and with no trace of their former companions.

Fortunately they soon fell in with two men who had come from North Carolina, partly to search for them, and partly to explore on their own account. One of these men was "Squire" Boone, Daniel's brother. Stewart was surprised and shot by an Indian, and the comrade of "Squire" Boone became so frightened that he returned home, leaving the two brothers. They spent the winter in a wilderness where there was no other white man, and then "Squire" Boone went back to the settled country for supplies.

For several months Daniel Boone was entirely alone in the great forest. He lived as the Indian hunters lived. Day after day he carefully went over the country, exploring it and gaining much knowledge which served him well afterward.

All the time he had to keep the closest watch for the Indians. Once he happened to look back, and was startled to see some Indians following him. He soon perceived that they had not seen him, but were only following his trail.

He kept on, but though he went first this way and then that way, hoping to deceive them, he found that they were still on the trail.

Just as he was wondering what was best to do, he came across a huge grape-vine hanging from the

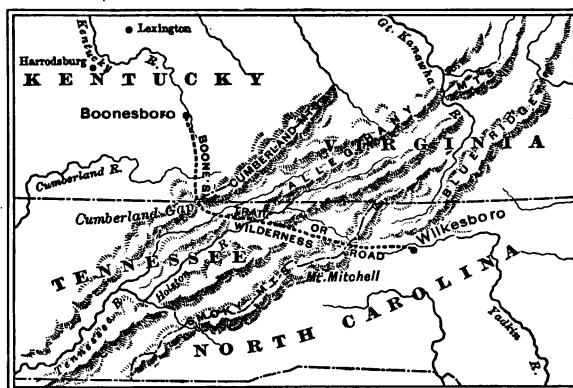
higher branches of a tree. Boone had often swung in grape-vines when a boy, and a bright thought struck him. He quickly cut off the vine not far from the ground, and then grasping it firmly gave himself a good swing and jumped into the air. As soon as he came to the ground he ran off in a direction quite different from that in which he had been going. When the Indians came up they could find no trace of his footsteps, and after a while they gave up the search.

The Indians wore soft moccasins, which made no noise; they could go through the forest without a sound and would slip from tree to tree until they were near enough to shoot their unsuspecting enemy. They would imitate the cries of animals, and particularly the gobble of the wild turkey. The unwary hunter, who longed for a good supper or breakfast, would follow the noise until he was within reach of the Indian's rifle, when he would be shot down.

Boone and many of his later companions soon learned to know the cries of the animals so well that they could not be deceived. They also learned to surpass the Indian in his own woodcraft; the Indians feared them as much as they feared the Indians.

Others had been in Kentucky before, but to Daniel Boone must be given the credit of leading the first band of permanent settlers into that beautiful country.

This undertaking was full of risk. It was very different from the settlement of the Atlantic colonies, which were gradually pushed farther and farther into the wilderness. Kentucky was in the midst of the forests, and two hundred miles from the nearest settlements.



BOONE'S TRAIL.

The Indian title to the country between the Kentucky and Cumberland rivers was bought of the Indians, in 1775, by a land company, and Daniel Boone was chosen to begin a settlement.

With thirty men he started, March 10, 1775, from a point in East Tennessee near the present boundary of North Carolina. For two hundred miles they cut a path through the woods. It went through the Cumberland Gap, across rivers and streams which had to be forded, as there were no

bridges. This path was known as "Boone's Trail," and as the "Wilderness Road." Later, tens of thousands of emigrants passed over this road on their way to the West.

Early one morning, when Boone and his company had almost reached the end of their journey, and were gathered around their camp-fires, they were attacked by the Indians, and two of the thirty were killed. The rest sprang up, seized their rifles, and stood ready to defend themselves. The Indians however, vanished as swiftly and as stealthily as they had appeared, leaving the rest of the party unhurt.

In April the party reached the Kentucky River, and began to build a little town or settlement, which they called Boonesborough. Again they were attacked by Indians. This time several of the settlers were killed and scalped, and some of the survivors were so frightened that they returned to Carolina. But others came to take their places.

The log cabins were built in straight lines with the backs of the cabins toward the forest. The spaces between the cabins were filled with high stockades; that is to say, high fences or palisades made of heavy timbers driven into the ground. There were strong wooden gates which were shut at night or in time of danger.

The houses were built of logs, and had steep roofs made of great clapboards. Wooden pins

served for nails. There were loopholes through which to watch the Indians and to fire upon them.

The settlers cleared some land for farms, but for several years they lived in the stockade. It was a brave and hardy race that peopled the western and southern country.

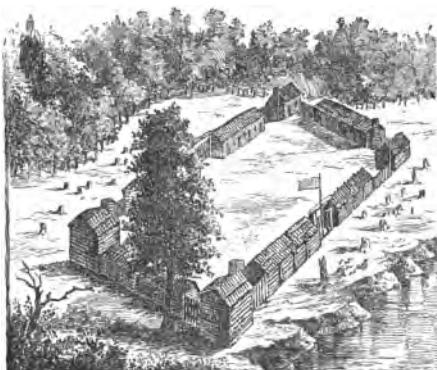
When the danger from the Indians became less, the settlers lived on their own land. The pioneer

farmer first built his log cabin, and then made his clearing in the forest by burning the brush, cutting down the small trees, and girdling the large ones.<sup>1</sup>

Corn was planted among the stumps and dead trees, and it was

a time of rejoicing when the ears were old enough for roasting. When the corn was harvested, the grains were broken into hominy, Indian fashion, by being pounded in a hollow, wooden block. Wild

<sup>1</sup> To girdle a tree is to cut a groove around the trunk quite through the bark. This prevents the sap from ascending, and the tree soon dies. The absence of foliage on the dead trees allows the sun to reach the corn and ripen it.



BOONE'S FORT.

From a drawing by Colonel Henderson in "Collins's Historical Collections of Kentucky."

turkeys, venison, and bear meat made a change of diet. In almost every home there was a spinning-wheel, and instead of flax the women used the beaten stalks of nettles.

In 1776 and 1777 the settlers were attacked again and again by the Indians. One day Boone's daughter and two other girls went in a canoe on the river; suddenly five Indians seized them and carried them off. As soon as Boone heard of this misfortune, he and seven men went in pursuit.

The girls were badly frightened when captured, and two, including Boone's daughter, gave up to despair. The eldest of the three girls was sure that their absence would soon be noticed and their trail followed. So, to guide their rescuers, she broke off twigs as they went along. The Indians saw her doing this, and threatened to tomahawk her if she did it again. Then she tore off little bits of her dress and dropped them when she thought she could do it without being seen.

The Indians kept the girls apart from each other, and now and then made them walk in the brooks to hide all marks of their path.

Boone started the very evening of the day they were captured, and followed their trail so accurately that he came up with the Indians in thirty-six hours.

The Indians thought they were safe, and having killed a young buffalo were about to cook it.

Boone gave no sign of his approach, but when near enough he and a companion levelled their rifles and killed two of the Indians. The three others sprang up and ran off, leaving guns, tomahawks, scalping knives, and their captives. The girls were unhurt, and were escorted back in safety to their homes.

Daniel Boone himself did not always escape. At one time he went with some companions to get salt from a salt spring, or "salt-lick," as it was called, and while he was out hunting, alone, a party of about a hundred Indians came upon him, and though he attempted to escape by running, he was overtaken and captured. His captors did not hurt him, but adopted him into their tribe, for the Indians greatly admired his skill.

Boone quietly accepted his fate, and was apparently cheerful and happy. He took part in the games; he shot at a mark with the Indians, but was careful not to shoot so well as to excite their envy. He showed no anxiety to be released lest he might cause them to watch him more closely, for the Indians did not quite trust him.

Every time he went out hunting they counted his balls, and when he came back they looked to see how much powder he had used. On one excursion he found a body of warriors plotting to attack Boonesborough. He now felt that he must attempt to escape in order to warn his friends. One day he went out on his morning's hunt as usual, but as soon

as he was out of sight of the Indians he started off rapidly for Boonesborough, a hundred and sixty miles away.

His path lay through forests and swamps, and across many rivers, among them the Ohio, which he crossed by means of an old canoe he found among the bushes on the banks. He lived upon a little dried venison which he had managed to hide, for until he crossed the Ohio he did not dare to shoot any game or light a fire.

In less than five days he presented himself before his friends at Boonesborough. They could hardly believe their eyes, for all had given him up as dead. Even his wife believed that he must have been killed, and she had gone back to North Carolina.

Some weeks afterward, a force of over four hundred Indians and a few Canadians appeared. There were but fifty fighting men in the stockade. After many attempts to get the little garrison to surrender, an attack was begun; it was kept up for nine days. The assailants tried to set fire to the fort; they dug a mine, hoping to get under the stockade, but the fort was near a river, and the muddy water betrayed them.

The Indians did not dare at any time to come very near, for the Kentuckians with their rifles would shoot any one who came within range. The women moulded the bullets, provided food, and helped to keep watch.

After twelve days the attacking party went away. The Kentuckians had two men killed, and four wounded, while the Indians lost ten times as many.

The little party of defenders had been sparing of their powder and shot, but the besiegers had been wasteful of theirs, for Boone says, "We picked up



Exterior.

Interior.

A PIONEER HOME IN KENTUCKY.

one hundred and twenty-five pounds of bullets, besides what stuck in the logs of our fort."

After this, Boone went to North Carolina and brought back his wife and those of their children she had taken with her.

Daniel Boone had many other adventures and hairbreadth escapes. When the population increased, he moved to Missouri, about fifty miles west of St. Louis. This he did not only because game was scarce, but because he loved the freedom of frontier life, and wished, as he said, "more elbow-room." There he lived the rest of his life, dying in his eighty-sixth year.

## OUTLINE.

Up to 1763 the country west of the Alleghanies was almost unknown to the English settlers. Daniel Boone was one of the first to explore it. His first visit to Kentucky was in 1764. He found the country even more attractive than he had expected. In 1775 he began to make a settlement. The settlers had much trouble from the Indians. Boone himself was captured, but succeeded in escaping. Boone was an ideal backwoodsman. He died in his eighty-sixth year.

Tell the story of Daniel Boone's early life.

Tell the story of Boone's first visit to Kentucky.

Tell how the Indians attacked their foes.

Tell the story of how Boone led a party of settlers into Kentucky.

Describe how the settlers built their huts for defence.

Describe the settlers' manner of life.

Tell the story of the capture of Boone's daughter and her companions.

Tell the story of Boone's own capture, and his escape; of the Indian attack on the fort.

## THOMAS JEFFERSON.

THOMAS JEFFERSON was born in Virginia in 1743. His father, Peter Jefferson, had been one of the first settlers of that part of the country. He was a rich planter, and, like Washington, a land surveyor. Peter Jefferson was a man of great force of character. He was remarkable for his physical strength. It was said that he could stand between two hogsheads of tobacco, each weighing about a thousand pounds, and set them both upon end at once.

Thomas Jefferson inherited not only his father's height and physical strength, but also his spirit of sturdy self-reliance. He was an earnest and energetic boy, putting his whole heart into whatever he did. Above all things he hated sham and pretence.

At school he was so industrious that he was able to enter an advanced class at William and Mary College when he was only seventeen years old. At college he is said to have studied from twelve to fifteen hours a day.

He was graduated at the age of nineteen; he was familiar with Latin and Greek, knew some French and Spanish, and was skilled in mathematics. He was also able to write and speak clear, forcible, and elegant English.

But with all his devotion to study, young Jeffer-

son did not neglect his physical education. He excelled in every manly exercise, was a good dancer, and a famous rider. While at college his study hours gave him little time for exercise, but every



THOMAS JEFFERSON.

After the painting by Gilbert Stuart.

evening, at twilight, he used to run to a certain stone and back again,—a distance of two miles.

After he left college he kept up his habit of hard work, rising at five o'clock in the morning in winter, and earlier in summer, so that he might have time for study.

He was then six feet two inches tall; straight as an arrow, with sharp features, a ruddy complexion, a delicate skin, red hair and large, deep-set, hazel eyes. His manner was frank and cordial, full of sympathy and confidence. Much of his success



PATRICK HENRY ADDRESSING THE VIRGINIA ASSEMBLY.

After the painting by A. Chappel.

was due to the buoyant, hopeful disposition which was his through life.

He studied law and became a successful lawyer, though he was never a good speaker. In 1765, while a law student at Williamsburg, then the capital of Virginia, he went to hear a debate on the Stamp Act, in the House of Burgesses. It was the day that Patrick Henry made his famous speech against

the Act, in which he said, "Caesar had his Brutus; Charles the First his Cromwell; and George the Third"— Here, thinking that the orator was about to suggest the death of the king, the Speaker of the House and others cried out, "Treason, treason!" As soon as there was a pause, Patrick Henry, fixing his eyes upon the Speaker, added, "And George the Third may profit by their example."

Ten years later, Jefferson was a member of the Virginia convention. It was just before the battle of Lexington. Patrick Henry now made another famous speech, in which he said: "We must fight! I repeat it, sir, we must fight!" and ending, "As for me, give me liberty or give me death!" Jefferson never forgot these scenes.

At the age of thirty-two, Jefferson was sent as a delegate to the Continental Congress at Philadelphia. A year later he was on the committee to draw up the Declaration of Independence, and that document is almost wholly his work.

From this time until he was an old man, Jefferson was constantly in the public service. He was the means of putting an end to a law in Virginia which provided that land should be inherited only by the eldest son of a family. The new law allowed land to be divided among a man's children.

In many of the colonies there was a state church; that is, a church which everybody was taxed to sup-

port. Jefferson thought it very unjust that those who were not members of that church or of any church should be thus taxed. He persuaded the legislature of Virginia to repeal this law, so that all denominations should be treated alike. No state now taxes for church support.

When Dr. Franklin asked to be allowed to return home from France, Jefferson was appointed his successor. "You replace Dr. Franklin, I hear," said the French minister to him. "I succeed him," replied Jefferson. "No one can replace him."

Jefferson was five years in France; then, while on his way back to America, he was appointed secretary of state by President Washington.

On his return to his home in Virginia, his negro slaves were so glad to see him that they lifted him out of his carriage, put him on their shoulders, and carried him up the hill to his house.

Jefferson was chosen Vice-President in 1796, and President in 1801. He was reelected in 1804, and so was President eight years. In 1800 the seat of government was changed from Philadelphia to Washington.

Though Jefferson's home life was famous for its generous hospitality, he believed in simplicity of manner rather than in luxury and display. Washington and John Adams had thought that, as the President was the highest officer in the land, he

should observe the strictest formality. Washington had driven about in a fine cream-colored coach, with four and sometimes six horses. No visitor could approach him without much ceremony. When Congress met, Washington drove to the Capitol with a great deal of pomp and parade, and read his message in person. John Adams did the same.

Jefferson at his inauguration changed all this. He came to the Capitol on foot, in his ordinary dress, escorted by a body of militia artillery, and accompanied by a few of his political friends.

He read his speech in the Senate chamber with little or no ceremony. When the time came for an annual message, he sent by a messenger a written copy to Congress. This example has been followed ever since.

At the White House, the official residence of the President, almost any one could see and converse with Jefferson. On one occasion, a foreign minister was received by Jefferson in a dressing-gown, and a pair of old slippers. Since Jefferson's day, no President has ventured to appear in anything but citizen's dress, or to introduce very much formality at the White House.

When Jefferson became President in 1801, the western boundary of the United States was the Mississippi River. Spain owned Florida, the land around the mouth of the Mississippi, and all west of the river. Citizens of what was then the western

part of the United States could not ship goods to Europe, or receive them from Europe, except through Spanish territory.

While the Americans were thinking what was the best thing to do to get free navigation of the Mississippi, Spain transferred Louisiana, as all the land west of the river was called, to France. Jefferson desired to buy from France a tract of land at the mouth of the Mississippi, so that goods for the United States could be landed. To accomplish this purpose, he sent envoys to France.

To the surprise of the American envoys, Napoleon, the ruler of France, offered to sell the whole of Louisiana. They accepted his offer, and secured the vast territory for the United States in 1803.

This purchase doubled the national possessions, for it must be remembered that Louisiana then included all the country between the Mississippi River and the Rocky Mountains. The inhabitants of the United States could now spread westward without fear of a foreign enemy.

The purchase of Louisiana was the most important event of Jefferson's term as President. It was one of the most important events in American history. It was the first annexation to the territory of the United States.

Jefferson's home was at Monticello, on the plantation which he had inherited from his father. Here he lived after his retirement from public life,

an object of affection to his household and to his neighbors, and of interest to his countrymen and to foreigners. Here he passed his declining years, and welcomed with lavish hospitality the many who came to see him.

He was a kind and considerate master to his slaves. He did not believe in slavery, and would gladly have seen it banished from the country.



MONTICELLO.

The North Front.

He was much interested in education, and was the founder of the University of Virginia, near Charlottesville.

Jefferson was much more of a politician than Washington or Adams had been; he was a good party manager, and was the first President who rewarded his political friends with public office.

He lived to be an old man dying on the 4th

of July, 1826, just fifty years after the Declaration of Independence was proclaimed. John Adams, the second President of the United States, died on the same day. These two men had done very much to bring about the independence of the United States, and they lived to see their country become one of the great nations of the world.

#### OUTLINE.

Thomas Jefferson was the son of a Virginia planter. He was born in 1743. He received a good education. He graduated at William and Mary College. He was a lawyer. He was sent to the Continental Congress and drafted the Declaration of Independence. He was constantly in public life. He was chosen Vice-President in 1796, and President in 1801. He believed in Democratic simplicity. During his term of office Louisiana was bought from France.

When and where was Thomas Jefferson born?

Tell the story of his college life.

Describe his personal appearance.

What celebrated document did he draw up?

What ideas did he have in regard to luxury and display?

What was the most important event of his term as President?

Name some of his personal characteristics.

When did he die?

## LEWIS AND CLARK.

VERY soon after the Louisiana territory was turned over to the United States, President Jefferson sent out an expedition to explore the country, for it was almost unknown to white men.

The party consisted of thirty-four men, under the lead of two captains, Meriwether Lewis and William Clark. Both were from Virginia, and familiar with backwoods life.

They set out from St. Louis in May, 1804. In order to secure the goodwill of the Indians, they carried with them, among other things, beads, coats, blankets, knives, and tomahawks.

They expected to live by hunting. Their orders were to follow the Missouri River to its source; to



MERIWETHER LEWIS IN  
HUNTER'S DRESS.

After the drawing by St. Memin.

cross the Rocky Mountains, and follow the Columbia River to its mouth. This river had been first seen by Captain Robert Gray, of the American ship *Columbia* in 1791.<sup>1</sup> It was explored by him for several miles, in the following year, and was named after his ship, the *Columbia*.

It was a beautiful time of the year to start on such a journey. All vegetation was fresh and green. The explorers were much pleased with the country. There were groves of hickory, walnut and cotton-wood trees along the river, and there was an abundance of wild fruit.

It took them all the summer to reach the Platte River. Here on the bluffs, over the river, they held a great council with Indians, and named the place Council Bluffs.



WILLIAM CLARK.

From Lewis and Clark's "Travels."

fairly. They were greatly pleased with the presents given them.

The party of explorers went on, following the

<sup>1</sup> Some authorities state that it had been previously discovered by the Spaniards, in 1592.

Missouri River until late in the autumn. Then, having found a place where there was plenty of timber, they encamped and began to cut down trees with which to build huts for their winter quarters.

As soon as the spring opened, they started again, and by the latter part of April reached the mouth of the Yellowstone River. They climbed some bluffs, and saw spread before them the wide plains watered by the Missouri and Yellowstone. Herds of buffalo, deer, elk, and antelope could be seen, and the wooded banks and irregular windings of the rivers gave a pleasing variety to the picture.

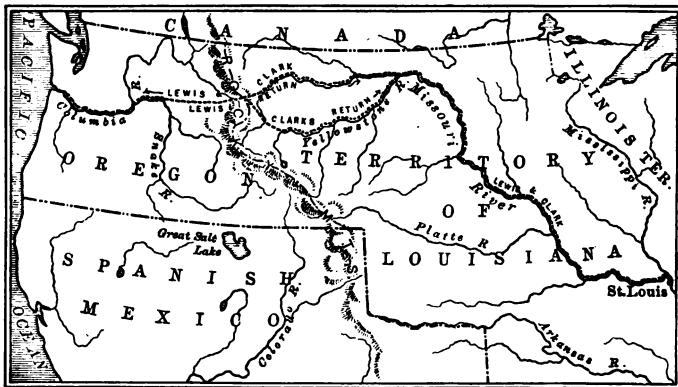
The men resumed their march, and in a few weeks saw a snow-covered range of mountains, stretching north and south as far as the eye could see. These they knew must be the Rocky Mountains.

One day Captain Lewis saw a mist in the distance. When he came nearer he found it to be caused by great falls in the river. For several miles the Missouri rushes along over rocks and precipices, through cañons and narrow ways, now almost lost to view, now coming into sight again. The boats had to be drawn over the ground for miles, before they could be launched again. Soon the explorers found that these boats were not at all suited for the stream in which they were to be used, and so others were built out of trees which were cut down along the banks of the river.

Before many days, the bed of the river became so

rocky and its current so swift that the men could not use the boats. To add to their discouragement, no Indian guide could be found, and it seemed impossible to go on through the trackless wilderness.

At last Captain Lewis set out alone, saying that he would not return until he found a guide. He kept on his solitary way until he came to a small gap in the mountains, where there was just room



LEWIS AND CLARK'S ROUTE.

enough between the river and the cliff for an Indian trail. This he followed.

After suffering many hardships, Captain Lewis reached an Indian village. The inhabitants could not believe that he had crossed the mountains alone. At length some of the Indians went back with him, and, finding his story true, furnished guides and horses for his party.

The march was a difficult one; sometimes the little company could go only five miles in a whole day. The path was often stony; sometimes it led along steep precipices; sometimes through wild cañons. It was so difficult to find food that they ate their broken-down horses.

Though the men were ragged, weary, footsore, and half-starved, they kept on. After a while they reached a river on which, their guides told them, it would be safe to embark. So they built new canoes, and began to descend the stream. As they journeyed they came to a larger river, which they called the Lewis; and another river which joined farther on, they called the Clark. Then they floated into the Columbia itself.

They were delighted with the beautiful scenery and the charming country through which they passed. It took them a long time to descend the great river, but the day of success came to them at last.

It was a rainy, foggy morning in the autumn; they could see only a short distance around them; once they stopped to get some food at an Indian village on an island in the river. They started again, and had not gone far from this village when the fog lifted, and they "enjoyed the delightful prospect of the ocean — that ocean, the object of all their labors, the reward of all their anxieties." Soon they heard the roaring of the breakers, and their joy was complete.

It was now November, and far too late in the season for them to think of crossing the mountains again. So they chose a place in which to spend the winter, and made ready for their stay.

During the winter they learned all that they could about the country; its minerals, trees, shrubs, flowers, fruits, animals, fishes, birds, and even its insects.

They found out how the Indians lived, what fish and animals they caught, and what furs they had to exchange. They wrote in a journal their adventures and what they had learned, and it has made a very interesting book.

They began their return journey in March, 1806, and in the following September, two years and four months after they had set out, they reached St. Louis.

They had explored a large part of the Louisiana territory, and had also discovered and explored a great region beyond the Rocky Mountains. In doing this they had helped the United States to gain a title to a vast territory.

What they had to tell and what they had to show created great wonder and interest. The knowledge of their discovery spread over the land, and it was soon understood that Louisiana was a far greater acquisition than any one had ever imagined.

OUTLINE.

President Jefferson, in 1804, sent Captains Lewis and Clark to explore the territory of the Louisiana purchase. They had many adventures. They discovered the Columbia River and followed it to its mouth. The whole journey took nearly two years and a half.

For what purpose did President Jefferson send out Lewis and Clark?

Tell the story of their journey to the Yellowstone River.

Tell the story of their journey to the Columbia River.

Describe their first sight of the Pacific.

Of what value was their journey?

## ZEBULON M. PIKE.

WHILE Lewis and Clark were exploring the country to the north, President Jefferson sent Lieutenant Zebulon Pike to find out

the direction, the extent, and the character of the Red River and the Arkansas. He was also, if possible, to establish friendly relations with the Indians.



Z. M. PIKE.

From an engraving by Gimbrede, in  
“The Analectic Magazine.”

Lieutenant Pike and his party of twenty-four men set out from St. Louis in July, 1806. They went in boats up the Osage River to some Indian villages, where they secured horses, and

then began their long overland journey.

On reaching the Arkansas River, the company divided, part following down the river to the Mississippi, while Pike and the others went up the stream to discover its source.

For about a month they ascended the river. Now they found the stream very small, and Pike, to gain some idea of the country, climbed a high



PIKE'S PEAK.

From the Garden of the Gods.

mountain which has since fitly borne his name, "Pike's Peak."

Like every one who has since stood on that peak, he was deeply impressed with the wonderful prospect spread out before him. There was the river winding along until it was lost in the horizon. There were the great plains, where thousands of buffaloes were roving. The air was so clear that he could see a great distance in every direction.

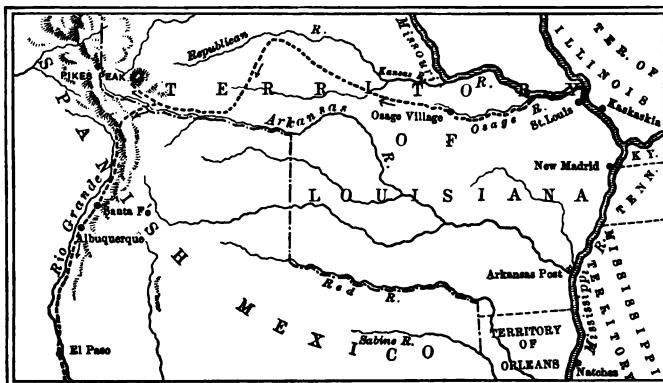
Winter now came on, the streams were all frozen, and the trails were covered with snow. Pike and his companions went hither and thither, not knowing which way to turn; but, in spite of being almost starved and half-frozen, they never lost heart. At last Pike thought that they could not be very far from the Spanish town of Santa Fé. One of the company volunteered to try to find it, and started off. The others awaited the result.

One day, while Pike was out hunting for game, he was greatly surprised to see two Spaniards come riding up to him. They told him that he was within two days' journey of Santa Fé, where his comrade had already arrived.

Pike took the Spaniards to his camp without any distrust, and treated them kindly. A few days later a body of Spanish cavalry rode up, and took Pike and his companions prisoners, informing them that they were on Spanish territory, and would have to explain their presence.

The little body of Americans presented a sorry appearance. Pike was wearing blue trousers, moccasins, a blanket coat, and a scarlet cap lined with a fox skin. There was not a hat in the whole company, and the men had on well-worn shabby leather leggins, coats, and breech-cloths.

The Spaniards finally became satisfied that Pike had no wish to injure Spain, or to trespass on her



PIKE'S ROUTE.

territory, and said that he and his men might return to the United States. They were, however, forbidden to go back the way that they had come, and were sent home through Texas.

While they were at Santa Fé, Pike was told by an American who was living there that he had found gold along the Platte River. This was then thought to be an idle story, but many years after, gold was discovered where the old hunter said he had found it.

**OUTLINE.**

While Lewis and Clark were to explore the north, Lieutenant Pike and his party were sent to explore the south. He discovered Pike's Peak. They were captured by the Spaniards but finally released.

For what purpose was Lieutenant Pike sent out?  
Tell the story of his journey.

## EARLY INVENTORS,— JOHN FITCH, ROBERT FULTON, ELI WHITNEY.

LONG before a successful steamboat was built, men had thought that steam could be used to propel boats through water.

One man proposed that steam should be used to move a paddle, shaped somewhat like a duck's foot, which would send the boat forward.

Two men, about the same time, one in France, and James Rumsey in Virginia, thought that if water was sucked in from the bow of a vessel, and forced out at the stern, the boat would be pushed forward. Rumsey tried this plan, and succeeded in making a boat go at the rate of four miles an hour.

Neither the duck's foot nor the suction plan, however, worked well enough to come into practical use.

Meanwhile there was a man who thought of a still better plan; this was John Fitch. He was born in Connecticut in 1743; he was fond of books when a boy, but had little chance to study, for he was allowed to attend school only a few weeks in the year. When eleven years old he wished very much to have a geography. His father would not give him one, but allowed him to raise enough potatoes to pay for the book.

When he was older, he became a watch and clock-maker; then a button-maker; then a silversmith. He was in the Revolutionary army at Valley Forge. He afterward went to Kentucky and became a land surveyor.

Once he started from Pittsburg on a flat-boat to go to New Orleans; but, before he had reached the Mississippi, he and most of his companions were captured by the Indians. The prisoners were forced to carry their own cargo to the Indian villages, Fitch was compelled to run the gantlet, and was used cruelly in other ways.

His skill in making ornaments soon procured for him kindly treatment; after some months, he was ransomed by a British officer at Detroit. By industry he earned enough to pay for his ransom from the Indians; and after a long time he was exchanged as a prisoner of war.

There came into his mind the idea of a boat that could be moved by steam, and from that time until his death, he had this subject almost continually in his thoughts.

After many difficulties, he had a boat built on the Delaware River. Instead of paddle-wheels, there were, on each side of the boat, six oars which were moved by a small engine.

This steamboat he called the *Perseverance*. It went at the rate of about seven miles an hour. On the twelfth of October, 1788, it steamed from

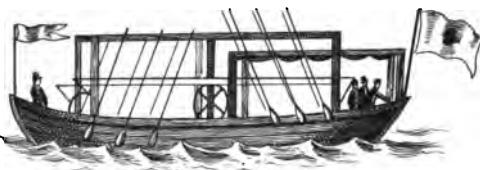
Philadelphia to Burlington, twenty miles, in three hours. This short voyage by steamer was the first in history. The working of this boat was so expensive that the *Perseverance* failed to make good her name.

Fitch visited

Europe to see what he could do there, but was unsuccessful in accomplishing anything. He returned to America, and went to Kentucky, where

he died in 1796. He used to say that the time would come when steam-boats would sail regularly on the rivers, and would cross the Atlantic Ocean, but he was laughed at and thought to be an idle dreamer.

Another American was more fortunate than Fitch had been. This was Robert Fulton, the son of an Irish tailor, who lived near Lancaster, Pennsylvania. Robert Fulton was born in 1765. He was not fond of study when a boy, but he had a very in-



"*PERSEVERANCE*."

John Fitch's first steamboat, as seen on the Delaware in 1787; speed seven miles an hour.



ROBERT FULTON.

From D. C. Colden's "Life of Fulton."

ventive mind and was continually making experiments. When he wished to have a pencil, he hammered one out of lead; when he wanted fireworks, he made rockets of his own. He invented an air gun; he was fond of fishing, but did not like to row the boat, so he invented a boat to be rowed by paddles.

He was so skilful with his brush that he decided to become an artist. When he was only seventeen, he went to Philadelphia, and supported himself by painting landscapes and portraits, and making drawings of machinery. He saved enough money to buy a farm for his mother, and then, when he was about twenty-one, went to study art in Europe.

He remained in Europe many years. While there his mind was turned to practical things. He became skilled in engineering; he designed aqueducts, bridges, canals, and other works.

He invented a boat that would move under water and carry torpedoes to blow up war vessels. At this time he was thinking of moving vessels by steam.

While in France he built a boat to be moved by steam, and everything was ready for the trial, when the weight of the machinery broke the boat in two, and it sank. Fulton had the machinery raised out of the water, and resolved to try again. He soon had another boat made larger and stronger than the first; and using the same machinery as before, he

made another trial which was successful. But this boat was only an experiment.

Fulton was so sure of success with larger vessels, that he ordered the various parts of a steam engine to be made. This work had to be done in England, for at that time there were no manufactories in America where they could be made. He shipped the engine to America, for he intended his next trial to be made in his own country.

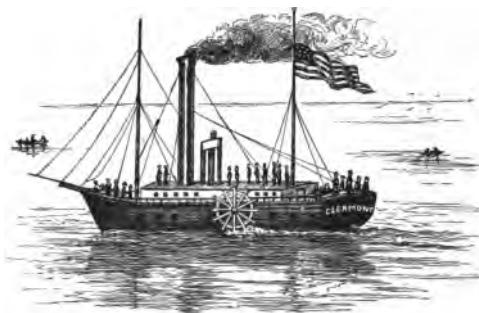
While in Paris Fulton had formed a close friendship with Robert R. Livingston, the American minister to France, a man of means and influence. It was by Livingston's help that Fulton was enabled to carry out his plan.

As soon as Fulton arrived in the United States, he set about building a very much larger vessel than he had yet attempted. He was laughed at and ridiculed. His vessel was nicknamed *Fulton's Folly*, and almost every one prophesied that it would be a failure.

The vessel was finished in August, 1807. The English engines had been put together and placed in position. All was ready for the trial. A large crowd gathered on the wharves in New York to see what was going on, and to make sport of *Fulton's Folly*. Black smoke came out of the smoke-pipe, the wheels turned and then stopped. The crowd began to jeer, but the trouble with the engine was remedied, the wheels again revolved, the vessel kept

on, and the scoffing of the lookers-on was soon changed to hurrahs.

The *Clermont*, as the little vessel was called in honor of Livingston's home, soon went up the river to Albany. The dense black smoke pouring out of her smoke-pipe, the noise of her machinery, her moving against wind, tide, and current, filled all



THE "CLERMONT."

From Rergart's "Life of Fulton."

those who saw her with wonder. On her return voyage, one man shouted, "See the sawmill going down the river, working as it goes." Some were so terrified when she passed them that they fell on their knees, or ran away from the dreadful sight.

The *Clermont* made only five miles an hour, a speed much less than that of Fitch's *Perseverance*; but Fulton's paddle-wheels were far better than Fitch's oars, and the boat could be run at

much less cost. To Fulton belongs the credit of inventing the first practical steamboat.

Fulton did not get much money for his great invention, and died, in 1815, a poor man. He is buried in Trinity churchyard, New York City.

Before Fulton's death many steamboats were in use. As early as 1811, the *New Orleans*, was launched at Pittsburg, and after a voyage of three days reached Louisville. She went on to New Orleans; and in a few years many steamers were plying upon the Mississippi and its tributaries.

In 1819, the first steamer crossed the Atlantic Ocean. This was the *Savannah*, which sailed from Savannah, Georgia, for England.

From England she went to St. Petersburg, Russia, stopping at ports in Denmark and Sweden on the way.

It should be stated, however, that she did not steam all the time, but depended to a great extent on her sails. In fact, her wheels were so arranged that they could be unshipped and taken on board, when not in use.

For a long time only paddle-wheels were used as a means of helping the sails. The screw-propeller, invented by John Ericsson, has taken the place of side-wheels for ocean steamers, and now the great ocean liners depend upon steam alone.

Cotton is one of the greatest crops now raised in the United States; but in 1784 eight bags of

cotton, taken to Liverpool in an American ship, were seized, because it was thought impossible for America to raise so much.<sup>1</sup>

At the present time, millions of bales of cotton are raised in America every year. This enormous increase in the size of the crop is, to a great extent, due to a single invention—that of Eli Whitney.



J. ERICSSON IN 1861.

At the time he built the *Monitor*. From W. C. Church's "Life of Ericsson."

from home at the time, came back, he was not very well pleased, and said, "Ah, I fear Eli will have to take his portion in fiddles."

One Sunday morning, while the rest of the family were at church, Eli took his father's watch to

<sup>1</sup> By the English law, at that time, ships were allowed to bring in only such articles as were raised in the country to which the ship belonged.

pieces, and managed to get it together again before the family returned.

In the time of the Revolutionary War, nails were scarce and costly. Whitney asked his father to give him some tools with which to make nails. He made them by hammering them one by one out of a bar of red-hot iron. These sold well until the war came to an end, when it was no longer profitable to make nails in that

way.

All this time he was working on the farm, and also mending everything that was brought to him for repair, for he soon gained the reputation of being able to mend anything. He did not neglect study. As soon as he was old enough, he taught in the village school, and partly by his teaching and partly by his mechanical work, he earned enough money to go to Yale College, which he entered when he was twenty-four. He studied well and took his degree in 1792.

He engaged himself as tutor in a family in Georgia. The citizens of the state of Georgia were so grateful to General Nathanael Greene for



ELI WHITNEY.

what he had done during the Revolution, in driving the British from the South, that they gave him a tract of land, not far from the city of Savannah. When Whitney reached Georgia, he visited the home of the Greenes, and while there he mended an embroidery frame for Mrs. Greene so skilfully that she was greatly pleased and much impressed with his ability.

One day, when there was a company of gentlemen present, the conversation turned upon cotton and the difficulty of separating the cotton fibre from the seeds. The wish was expressed that some better and quicker way of accomplishing this hard task could be discovered. Mrs. Greene, hearing what was said, exclaimed, "Gentlemen, apply to my young friend here, Mr. Whitney; he can do anything!"

Whitney thought much about the matter, and before very long he had invented what is called a "cotton gin."<sup>1</sup>

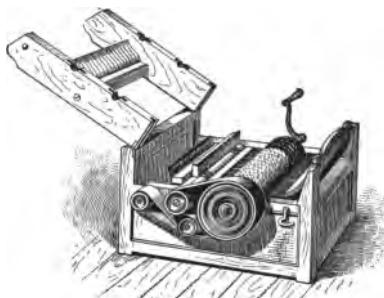
He worked under great difficulties, for he had to make his own tools, and draw his own wire. His simple and ingenious machine, by means of teeth and wires, separated the cotton fibre from the seeds. It had taken one person a day to clean with the fingers one or two pounds of cotton, while with the aid of Whitney's gin the same person could clean a hundred pounds.

<sup>1</sup> Gin, the same as engine, a machine,

The difficulty and expense of ridding cotton of the numerous little seeds entangled in it had discouraged planters from the general cultivation of the cotton plant. Now that the fibre could be separated cheaply, the plant began to be raised extensively, and there was a great demand for negro slaves to labor in the cotton fields.

The lower price of cotton led to the establishment of many mills for the purpose of weaving the fibre into cloth, the price of which soon fell so much that many more persons could buy it, and the demand for cotton cloth became very great. The larger crops demanded a larger number of vessels to carry the cotton to the Eastern states and to Europe. There are few inventions of man which have had more far-reaching effects than this one of a Yankee schoolmaster.

Eli Whitney's invention was stolen from him while he was trying to secure a patent, and though he received a good deal of money, it was all spent in trying to defend his rights. He afterward settled near New Haven, Connecticut, and manufactured firearms for the government, inventing



WHITNEY'S COTTON GIN.

After the original model.

his own tools and machinery. In this undertaking he was very successful, and he died a wealthy man.

### OUTLINE.

Various plans for propelling vessels through the water by steam were proposed at different times. John Fitch was the first who proposed a practicable steamboat, but the cost of running it was too great. Robert Fulton designed the first profitable steamboat. The *Clermont* went from New York to Albany in 1807. The *Savannah*, in 1819, was the first steamer to cross the Atlantic. The invention of the cotton gin by Eli Whitney increased enormously the growth of cotton in the United States, and affected many other interests.

Describe Rumsey's plan for a steamboat.

Tell the story of John Fitch and his experiments.

Tell the story of Robert Fulton's early life ; of his experiments in Paris.

Tell the story of the *Clermont*.

What steamer first crossed the Atlantic? When was it?

Who invented the propeller?

Tell the story of Whitney's early life.

Tell the story of the invention of the cotton gin.

What effect did the invention have upon the raising of cotton? Manufactures? Commerce?

Did Whitney profit much by his great invention?

## ANDREW JACKSON.—TECUMSEH.—THE WAR OF 1812.

ANDREW JACKSON was born in 1767. He was the son of an Irish immigrant, who settled in North Carolina, and who died before he had been in his new home a year, leaving a widow and two sons.

Andrew's mother was very poor, and her two boys passed their early years in poverty. Like many other backwoods boys, they went to a school kept in a log-cabin in the pine woods. Andrew was not long at school, for those were stirring times. He was nine years old at the time of the Declaration of Independence.

The home of the family was just in the line of march of the British army. Andrew and his brother Robert, young as they were, took their



ANDREW JACKSON.

In 1830. Age 63. After the portrait by R. W. Earl in the U. S. National Museum.

part in fighting the enemy; and once, when Andrew was about thirteen, they were both captured.

The troops had been marching in the mud, and when the prisoners were brought to camp, a British officer pulled off his boots, and, throwing them to Andrew, ordered him in very rough language to clean them. The boy refused, and the angry officer struck him so sharply with his sword that he bore the scars for the rest of his life.

Andrew's brother was treated in like manner, and then the boys were put in prison. Later they fell ill with small-pox; their mother managed to get them exchanged; but Robert died soon after being released.

Mrs. Jackson was full of pity for the American prisoners confined at Charleston, more than a hundred miles away. She went on horseback to visit and help them. While at Charleston she contracted the prison fever and died. Andrew, now about fourteen years old, was left alone.

He made up his mind to learn a trade, choosing that of a saddler; but he soon found that it was not suited to his active disposition, and gave it up. He next tried keeping a country store, but he did not like this much better; then he studied law and taught school. His law studies were not very deep or extensive, but he was admitted to the bar. Thinking that he should have more chance of success in a new country, he went to what was then

the frontier settlement of Tennessee. Here, before long, he was made a judge. He was well acquainted with the life and character of the people among whom he lived, and dispensed justice in a rough and ready fashion that was well suited to them. He had a mind and a will of his own, and said and did pretty much what he pleased. Everybody knew that he meant exactly what he said, that he was afraid of nobody, and that he would fight with any one who dared to dispute with him.

In course of time, he was elected a member of the House of Representatives at Washington. He is described at this time as being tall and thin, having long hair which often used to fall over his face, and was worn behind in a cue tied up in an eelskin. Later still he was sent to the Senate. He was so accustomed to the rough ways of the backwoods that the sober and sedate habits of the Senate were very irksome to him. At times when something was said that he did not like, he would get so angry that, when he rose to reply, he would choke with rage and have to sit down without saying anything. He was glad to return to Tennessee, when the time came for him to do so.

When the Kentucky, Tennessee, Indiana, and Illinois regions became settled by the whites, the Indians were forced to remove farther and farther west. · The more intelligent Indians saw that the time would soon come when they would be driven

out of their lands. Most of the white men seemed to think that the country belonged to them, and that the Indians were intruders.

The settlers wished to own all the land. They were willing to pay the Indians something for any claim they might have; but the Indian was compelled to accept the white man's offer. It was better that the white man should have the country; but too often he treated the Indian unjustly and took advantage of his ignorance.

Tecumseh, an able Indian, and his brother, called the Prophet, resolved, as King Philip had done, to try to band together all the Indians, and drive the white men back. Governor William Henry Harrison, of Indiana territory, heard of this plan of the Indians, and did his best to persuade them not to go to war. Tecumseh, however, came with four hundred Indian warriors to see Governor Harrison. He recounted to the governor the wrongs of the Indians, and told him that these wrongs would be borne no longer.

When he had finished his speech, one of the officers, pointing to the governor, said, "Your father asks you to sit by him." Tecumseh replied with disdain: "My father! The sun is my father, and the earth my mother; on her bosom will I repose." He then seated himself on the ground.

The conference was of no avail. Tecumseh now went to induce the southern Indians to join with

him. He succeeded in persuading them to do so. Before he returned to his own tribe, he gave his allies a bundle of sticks, telling them to throw away one stick each day. When all were gone, it would be time for them to attack the settlers, for by that time he would have attacked the northern whites.

While Tecumseh was in the south, his brother, the Prophet, gathered his forces and proposed to fall upon the whites. General Harrison was familiar with Indian customs, and learned what the Prophet had in mind. He determined that, if there was to be a war, he, and not the Indians, should choose the time for beginning it.

He therefore collected some troops and marched toward Tippecanoe,<sup>1</sup> an Indian village, where many warriors had gathered.

When the Prophet found out that troops were near, he sent to Harrison, offering to make peace. This was only to put the general off his guard. The very next morning, about four o'clock, while it was yet dark, the Indians attacked Harrison's men.

The first thing the sentinels heard was a terrible war-whoop. The troops sprang to arms, and a sharp battle was fought in the darkness. The Indians were defeated, and their village was burned. This battle was fought November 7, 1811. General Harrison after this was called "Tippecanoe."

Tecumseh was bitterly disappointed and cha-

<sup>1</sup> Tippecanoe was where Lafayette, Indiana, is now.

grimed when he reached his old home and found out what had happened. The War of 1812 with England soon began. He joined the British, and was killed in battle.

England had been at war with France for a number of years. France, under Napoleon, had secured control of a large part of Europe. England, in order to injure France, proclaimed that no vessels of any nation should trade with France or any country ruled by France. Napoleon retorted by issuing a decree that no vessel should trade with England. As the United States had a good trade with Europe, these laws hurt American commerce very much.

The United States government tried in various ways to induce England and France to change these laws, but without success.

These were not the only grievances. England had a large navy and needed many sailors. In order to secure them, when a war vessel was in an English port, naval officers would send men on shore to seize any able-bodied men they could find, and force them on board their vessel. This was called "impressing sailors."

Of course it was much better to get men who were already sailors. The British naval officers, therefore, made it a practice to stop American merchant ships when they met them, and seize some of their men. They always claimed that such

men were British citizens<sup>1</sup> and could be rightfully seized.

These officers were not at all careful to find out whether a man had been born in England or not. If they saw a fine-looking seaman, they would say, "You must be an Englishman, we will take you." The captains and crews of the merchant vessels could do nothing but protest.

Thousands of Americans were thus seized. The United States government would complain to the British government; but there the matter usually would end, for the British ministry thought that the United States would not dare to do anything more than complain.

At last, in 1812, the United States declared war against England. A great many persons in America thought it very unwise to go to war. England had about a thousand war vessels, while the United States had but ten or twelve first-class vessels. England's troops were numerous, well drilled, and had had much experience. The troops of the United States were few, poorly disciplined, and unused to war.

Those who were for peace not only pointed out these facts, but claimed that all matters in dispute could be satisfactorily arranged without

<sup>1</sup> At that time all European nations held that a man was always a citizen of the country in which he was born, no matter where he might be, or to what country he might have emigrated.

fighting. It has since been seen that they were right.

Though the American war-ships were few, they were the very best of their class, and were manned by the best sailors in the world. When a report reached England that the *Constitution*, an American frigate, had captured the *Guerrière*, a British frigate, the English newspapers said that it could not be true, for such a thing was impossible. But it was true, nevertheless, and there were other American victories as well.

On land the British were generally victorious, though after a while the Americans were able to hold their own on the Canadian border.

The Americans had such a long coast line, and so few vessels to defend it, that the British had many opportunities to land a force in an unexpected place. The British made several attacks on the coast, the most important of which was on the shores of Chesapeake Bay.

They captured Washington, and burnt the Capitol, as well as other public buildings. During the British bombardment of Fort McHenry, near Baltimore, Francis Scott Key, a young American patriot, was detained on one of their vessels. He was full of fear lest the fort might be taken, and, while watching the shot and shell through the long hours of the night, he wrote, on the back of an old letter, the poem "The Star-Spangled Banner," which

afterward became a national song. The British were compelled to retire without accomplishing their object.

Before this time the Creek Indians in the south, who had been excited by Tecumseh, had attacked the whites. They seized Fort Mims, in which four hundred men, women, and children had taken refuge, and cruelly massacred all these captives, even burning some of them to death.



GOLD MEDAL PRESENTED BY CONGRESS TO ANDREW JACKSON.

Andrew Jackson had been a general of militia, and he now marched against these Indians and defeated them. It was a war of extermination ; the whites gave no quarter, but killed every prisoner.

This victory and other successes gave Andrew Jackson a great reputation, and he was, in consequence, placed in command of the southern army.

Jackson expected that the British would attack New Orleans. He was right. Twelve thousand or more English soldiers, the best in the English army,

had been sent to take this important place. Jackson made every effort to defend it. He released the prisoners from the jails, and armed them; he also armed the free negroes; he made defences and threw up earthworks; then he waited for the attack.

The British made their assault, January 18, 1815. A terrible battle followed. The British were driven back, with their general killed, and a loss of about two thousand men. The Americans lost less than one hundred.

All this bravery on both sides and this loss of life were for nothing, because a treaty of peace had already been signed in Europe. But there was no telegraph, no railroad, no ocean steamship in those days, and it was a long time before the sailing vessels brought the news.

Strange to say, the impressment of sailors and the restrictions on trade were not even named in the treaty. France had been conquered. England was at peace with European nations, and no longer needed sailors. She had also learned that it would not be wise to try to take them by force. She had repealed the old laws restricting trade. Her people were tired of war, and were eager for peace. The people of the United States were also quite ready to stop fighting, and welcomed the news of the treaty with enthusiasm.

They now devoted themselves to the arts of peace. Canals were constructed, roads were made,

steamboats built, manufactures established, and thousands of new fields planted with various crops. For thirty years, with the exception of occasional troubles with the Indians, the country was at peace and prospered greatly.

Andrew Jackson was elected President of the United States in 1828. He was the first man who had risen from the poorest in the land to that high office. He thought, and very many of his countrymen thought with him, that he represented the whole people better than had any former President.

Jackson had been hot-tempered and self-willed as a boy, and his disposition was not changed when he became a man. He was honest in his intentions, though often at fault in his judgment.

He thought that all his political friends should be rewarded. Accordingly, he turned hundreds of men out of the public offices, and replaced them with those who had supported him in his campaign for the presidency.

For about sixty years nearly every President followed his example. Now, under what are called the "Civil Service Rules," most of those who hold office are kept in their positions as long as they do their work well.

Andrew Jackson was elected President a second time. He died in 1845.

## OUTLINE.

Andrew Jackson was born in 1767. His parents were very poor. He took part in the Revolutionary War. He removed to Tennessee, and became a prominent citizen. Was sent to Congress. Was appointed general of militia, and was actively engaged in the Indian wars, in which Tecumseh, an Indian chief, was leader. Tecumseh was one of the ablest of the Indians. The Indians were defeated at Tippecanoe by General William Henry Harrison.

The British impressed American sailors, passed severe laws restricting trading, and refused to grant American requests. War broke out between Great Britain and the United States. The Americans were remarkably successful in naval warfare, but suffered many reverses on land. Peace was made, but before news of it reached America, General Jackson repulsed a British attack upon New Orleans, and won a great victory. Jackson was elected President in 1828, and re-elected in 1832. He was honest, but prejudiced and self-willed. He was a great believer in rewarding his friends with public office.

Tell the story of Andrew Jackson's youth.

Describe his life in Tennessee.

Tell an anecdote to show his quickness of temper.

What led to a war with the Indians?

Tell the story of Tecumseh.

What led to the War of 1812 with Great Britain?

Give some account of the war.

Tell about the battle of New Orleans.

What kind of a man did Andrew Jackson make?

What rule did he follow in making appointments to public office?

## CANALS, RAILROADS, TELEGRAPHS, AND OTHER INVENTIONS.

THE people of the United States learned from the War of 1812 the necessity of better means of travelling and of conveying goods from one part of the country to another.

Except near the sea, or where there were bays, rivers, or lakes, there was no better way to transport goods than in wagons or on the backs of horses or mules. For months in the year, the roads throughout the country were so bad that it was almost impossible to use them for hauling. Even in summer, hauling was slow and costly.

While Jefferson was President, Congress appropriated money toward building a great national road from Cumberland, Maryland, to the West. This road benefited only a part of the country, helping chiefly the trade of Philadelphia and Baltimore.

New York had a large trade along the coast and on the Hudson River, but not with the interior country. She wished to secure a part of this inland trade. It was believed that a canal from Lake Erie to the Hudson River would accomplish this.

Many men, on the other hand, thought this project a wild one. Even President Jefferson said: "You talk of making a canal three hundred and fifty miles long through the wilderness. It is a little short of madness to think of it at this day."

Those men, however, who had the matter at heart, persevered, and in 1817 the canal was begun.



DE WITT CLINTON.

After the portrait by C. Ingham.

De Witt Clinton, a prominent citizen of the State of New York, was greatly interested in having this canal made, and perhaps it is not too much to say that had it not been for him it might never have been finished.

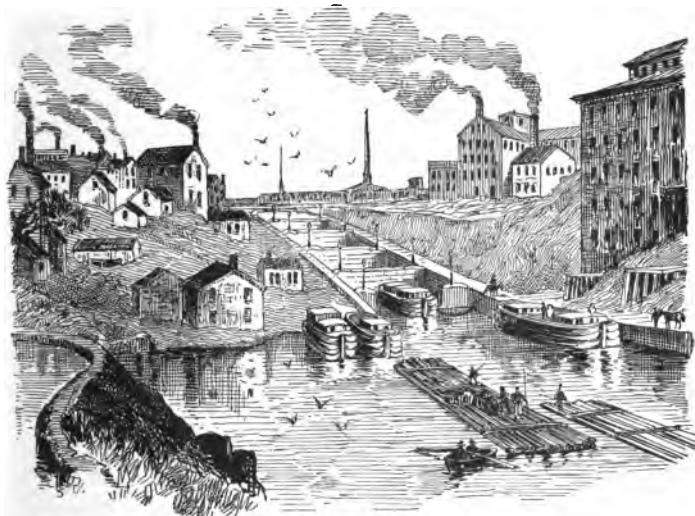
Like so many other men who have made great plans, Clinton was ridiculed, and the canal was called "Clinton's Big Ditch."

The canal was, indeed, a stupendous work for the times. It had to be carried by bridges over streams; ledges of rock had to be cut through, and where there were long hills, or rapid descents, locks<sup>1</sup> were

<sup>1</sup> A canal lock is a part of the canal, confined within walls, and having gates at each end. By means of these gates the level of the water in the locks can be raised or lowered, and the boat rises or falls with the water.

necessary, by means of which canal boats could be raised and lowered.

It took eight years to finish the great work. The water was to be let in from Lake Erie on the 25th of October, 1825. To give notice to those



LOCKS ON THE ERIE CANAL.

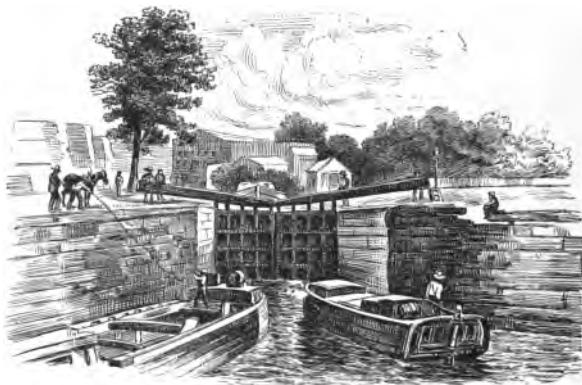
As first constructed.

who lived along the banks of the canal and the Hudson River, cannon were placed every five miles from Buffalo to New York City.

When the gates were opened the first gun was fired, then that at the next station, and so on. The first one sounded at ten o'clock in the morning, and

one hour and a half later the last gun was fired five hundred miles away, at New York.

As the first canal boat passed, gayly decorated with flags and streamers, there was great rejoicing. The travellers on it were received with cheers and salutes, and when they reached New York City there was a great celebration.



ENTRANCE TO THE ERIE CANAL AT TROY.

From an old print.

Governor Clinton emptied a cask, which had been filled at Buffalo with the water of Lake Erie, into New York Bay, thus representing the meeting of the sea and the lakes through the Erie Canal.

The canal more than fulfilled the hopes of those who planned it. It offered such an easy way to go to the West that it helped wonderfully in developing that vast region. It brought so much grain and

produce to New York that the trade of that city was greatly increased, and it became the largest city in America. Before the Erie Canal was constructed, Philadelphia was larger than New York.

Other states built canals, but none was so successful or so important as the Erie Canal. This want of success was due partly to the character of the country through which they passed, and partly to the introduction of railroads.

Less than one hundred years ago the speediest means of getting from place to place was by horses, just as it was in the time of the Greeks and Romans.

As soon as it was found that steam could be used as a power for moving machinery, men at once began to think about some way to make machinery move ships, wagons, and carriages.

The steamboat has already been described. About twenty years after Fulton's trial of the *Clermont* on the Hudson River, George Stephenson, at Darlington, England, made the first successful railroad locomotive. Stephenson had formerly been a laborer in an English coal mine.

The first passenger railroad in America was the Baltimore and Ohio, which was begun in 1828. Soon there were others built in all parts of the country, except the extreme west.

The railroad could be built almost anywhere. If the hills were too high to be crossed, they could be

tunnelled, or if tunnelling was too costly, the rails could be laid around the hills; streams could be bridged, or passengers could be ferried over them. Even swamps could be crossed by driving in piles and building trestle work on which to lay the track. This seems a matter of course to us now, but every-

thing was very different seventy years ago; it is hard to imagine what a vast change the railroad has made in the condition of the country.



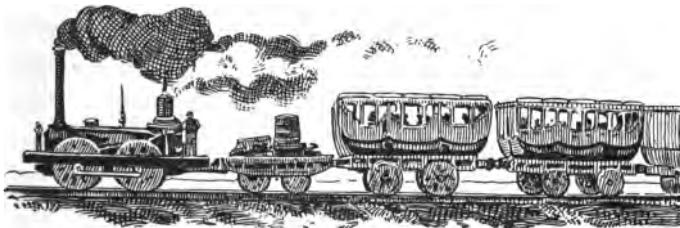
BALTIMORE AND OHIO RAILROAD, 1830.

From an old print.

Towns and villages sprang up along the railway, as they had formerly along the rivers. New states were rapidly settled. The wheat, corn, oats, and other crops of the farmer were easily and safely carried to market, and woollen and cotton cloth, manufactured articles generally, and all needed supplies were brought back to him.

Railroads and canals are among the most important bands which hold the country together. If it were not for the easy means of communication which they afford, the country would, doubtless, long ago have been divided into two or more independent nations.

The telegraph is an invention which followed not many years after the railroad. It had long been



THE FIRST TRAIN ON THE CAMDEN AND AMBOY RAILROAD.

known that electricity could be carried along various substances, and scientific men had thought that messages might be conveyed by electricity; but no one had found a satisfactory way of doing it.

Samuel F. B. Morse, an American artist, became much interested in electricity and magnetism. He had heard of various attempts to convey intelligence by means of electricity, and while on a voyage from Europe to America, in 1832, he thought much about the matter. Before he had reached America he had made a drawing of an instrument which, with



LETTER-CARRIER OF THE OLDEN TIME.

the aid of wires, he thought would accomplish the desired end.

Five years later he constructed an instrument with which he was able by means of wires to send a message for a short distance. Morse at once saw that messages could be sent a great distance if wires were properly arranged.



SAMUEL F. B. MORSE.

From the last approved photograph.

Alfred Vail, who persuaded his father to lend Morse some money, it is quite possible that there would have been failure after all.

Vail was an excellent mechanic, and helped very much in the construction of the instruments. He also secured for Morse a patent for the invention.

In order to bring his invention before the public, Morse asked Congress, at Washington, to give thirty thousand dollars, to be used in constructing a tele-

His invention was very simple, and there was very little about it that was original. After it was described, it seemed strange that scientific men had not thought of his method before.

Morse, like almost all inventors, had much to contend with. He was poor, and had it not been for a young man, named

graph line between Baltimore and Washington, a distance of forty miles. Some of the members of Congress made all manner of sport of Morse's project. One member proposed that the money should be spent in making a railroad to the moon.

There seemed little prospect that the bill granting the money would be passed. The story is told that Morse, weary and heart-sick, sat hour after hour in the gallery of the Senate Chamber, waiting for his bill to come up before Congress adjourned. When evening came, and there seemed no chance for its passage, he went to his hotel utterly discouraged, and prepared to leave for New York early the next day, as his money was exhausted.

The next morning, while he was at breakfast, a young lady came in and said, "I congratulate you." "Upon what?" said Morse, who was feeling very blue. "On the passage of your bill." "Impossible." "No," said she, "it was passed five minutes before the adjournment." "Well," said Morse, "you shall send the first message over the lines."

The line was constructed with the money thus secured. When all was ready Morse kept his promise, and Miss Annie G. Ellsworth sent, at the suggestion of her mother, the words, "What hath God wrought!"<sup>1</sup> This was on May 25, 1844. It was not many years before there were telegraphs over all civilized lands.

<sup>1</sup> Numbers xxiii. 23.

Morse and others showed very soon that wires, if properly protected, could be laid under water, and so rivers and streams proved no barrier. But this was not all; telegraph lines were to encircle the earth; the ocean must be crossed.

Cyrus W. Field, a wealthy New Yorker, was sure that a cable of telegraph wires could be laid from shore to shore of the Atlantic. Such an undertaking would be very costly, and it was a long time before a sufficient number of persons in Europe and in America could be induced to subscribe to an enterprise apparently so foolish.

Two attempts to lay a cable on the bottom of the ocean were failures. But in 1858 a cable was successfully laid, through which Queen Victoria and President Buchanan exchanged messages of congratulation. A number of other messages were also sent, but, in less than a month, the wires ceased to work.

It was harder than ever to get subscriptions for a new cable; but Mr. Field was indefatigable, and crossed the Atlantic very many times in the interest of the cable company. Finally he succeeded in his efforts.

A new cable was made, and the *Great Eastern*, the largest vessel afloat, was chartered to lay it. More than half had been laid when the cable broke, and the end fell into the sea and was lost. This was a very great disappointment.

Even now Mr. Field and his companions were not cast down. The next year a new cable was successfully laid. Not only was this done, but the lost cable was picked up from the bottom of the ocean, another cable was spliced to it, and this one also worked. This was in 1866.

Many other cables have been laid, connecting America, Europe, Asia, Africa and Oceanica. Men have become so accustomed to hearing the news of



THE "GREAT EASTERN" PICKING UP THE CABLE OF 1865.

the world every day, that it is hard to realize that this great invention is so recent.

It is largely by means of steamboats, railroads, and telegraphs that our great Union is made possible; the whole world, also, is bound closer together, for through them men of different countries learn to know each other better, and to see that all nations have many interests in common. These improved means of communication tend to make

men value peace more highly. More than this, for when difficulties arise between nations, it is much easier to arrange matters now than when it took three months, and sometimes longer, to get an answer to a question. Had there been a cable to England in 1812, very probably there would have been no war at that time.

So we see that steamboats, railroads, and telegraphs are great helps in increasing civilization and in making men wiser and better.

#### OUTLINE.

After the War of 1812 the people of the United States turned their attention to domestic matters. Means of communication between different parts of the country were poor. Roads and canals were planned. The Erie Canal was constructed and became a great benefit to New York. Many other canals were planned. Railroads were introduced about 1830. These greatly increased the development of the country and helped to bind different parts of the Union together. The first practical telegraph was invented by Morse. From a telegraph on land it was not a long step to telegraphs under water called cables. These now circle the globe. Steamboats, railroads, and telegraphs are great helps in civilization.

How was trade carried on with the western country in early days?

Tell the story of the building of the Erie Canal. Tell the story of the opening of the Canal.

When were railroads introduced into America?

What effect did canals and railroads have on the settlement of the country?

Tell the story of the invention of the telegraph.

Tell the story of the first messages.

Tell the story of laying telegraphic cables under the ocean.

## OREGON.—WHITMAN'S RIDE.

WHEN the treaty of peace was made between the United States and Great Britain, in 1783, it was found very hard to agree upon the dividing line between Canada and the United States.

The great West, particularly the Oregon country, was thought by many able men in the United States to be of little value. This opinion was held for many years; even Daniel Webster said: "What do we want with the vast, worthless area, this region of savages and wild beasts, of deserts, of shifting sands and whirlwinds of dust, of cactus and prairie dogs? What can we hope to do with the western coast . . . rockbound, cheerless, and uninviting, and not a harbor on it?" Other men spoke quite as strongly.

A few settlers from the Eastern states, attracted by the reports of Lewis and Clark, had gone to Oregon and some of the churches had become interested in the Indians, and had sent out missionaries in 1834 and 1836. One of these missionaries was Dr. Marcus Whitman, of the State of New York; it was he who, in 1836, took the first wagon across the Rocky Mountains—an undertaking which had been said to be impossible.

Dr. Whitman and his fellow-missionaries were charmed with the beautiful forests, the fertile fields, the mountains, and the rivers of that far western land. They found that the English already had fur-trading stations and some settlements in Oregon; and Dr. Whitman became sure that it was their purpose to gain possession of the land by bringing as many settlers as possible into the country. He believed that the only way for the Americans to keep Oregon was to bring in more settlers than the English had done.

One day, while dining at an English station, he witnessed the arrival of a messenger with the news that a large colony of English settlers were coming. A young Englishman in the company was so pleased that he sprang to his feet, crying, "Hurrah for Oregon! America is too late. We have got the country!"

Dr. Whitman was convinced that his view was correct. He saw also how important it was that the English plan should be known to the government at Washington before any treaty should be made with England, and that the urgent need of inducing more American settlers to emigrate to Oregon should be brought home to the American people.

Dr. Whitman said nothing, but within twenty-four hours he had left the station, and in less than three days was on his way to the East. His journey and

its purpose were kept a profound secret. He started on his long horseback ride, October 3, 1842. He was accompanied by a fellow-settler, Amos L. Lovejoy, and by a guide. They had three pack-mules.

By making a great effort, they reached Fort Hall in eleven days, a ride of six hundred and forty miles. This was an English fort, and was situated in what is now the southeastern corner of Idaho.

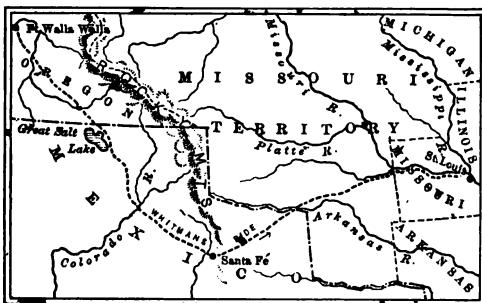
The commander of the fort did all he could to persuade Dr. Whitman to give up his purpose of riding to St. Louis. He said that the snow was twenty feet deep among the mountains; that the rivers could not be crossed; that the Pawnee and Sioux Indians were at war with each other, and that it would be almost certain death to enter their country.

The only effect that these words had upon Whitman was to make him follow a different route to the East.

The little party found heavy snowdrifts and encountered terrible snowstorms. At one time the guide refused to go any farther, and confessed that he had lost his way. They sought to retrace their steps to their last camp, but the snow had covered their path. They had given themselves up for lost, when one of the mules was seen to bend his ears forward. The guide at once cried out, "This mule will find the camp if he can live to reach it!" The

reins were thrown upon the mule's neck, and he was allowed to do as he pleased.

The mule seemed to understand what was wanted of him, and starting off, went on through snowdrifts, down precipitous paths, on and on, until he stopped over a piece of ground nearly bare of snow. To their amazement the men recognized the place as the camping ground they had left early in the morn-



WHITMAN'S RIDE.

ing. A few embers were still glowing, and they soon had a roaring fire.

Their guide now refused to stay with them, and Whitman, in order to secure another one, was forced to return to a trading-post which they had passed days before.

When they reached Grand River, they found it frozen, except in the middle of the stream. The guide said, "It cannot be crossed." Dr. Whitman replied, "It must be crossed." He took a pole with

him, compelled his horse to swim the open stream, and then breaking the ice on the opposite shore with his pole, helped his horse to get to the bank. He soon had a good fire, and the rest of the party also crossed the stream.

When their provisions gave out, they killed and ate a dog which had followed them. At another time they killed one of their mules, the meat of which lasted them a number of days.

Once, when the time for camping came, there was no fuel. On the opposite side of a stream near by there was plenty of wood. The river was covered with thin ice, hardly strong enough to bear a man. Whitman took an axe, lay down on the ice, and worked himself across. Having cut sufficient wood, he returned in the same manner, pushing the wood before him. In cutting the wood he split the handle of his axe, but bound it together with a piece of deer thong. That very night a thievish wolf, attracted by the deer thong, carried off the axe, handle and all. It was fortunate that this happened near the end of their journey, for had such a loss happened earlier it would have been a very serious matter.

When they reached Fort Bent, about a thousand miles from St. Louis, Mr. Lovejoy was so worn out that he remained behind, while Dr. Whitman went on with a party just starting for the East. When he arrived at St. Louis, in the latter part of February, he was rejoiced to hear that the Oregon ques-

tion was not yet settled. "I am still in time," he cried. He hastened on to Washington, which he reached March 3, 1843.

No wonder that men and women stopped to look at him as he walked about the streets. He wore coarse fur garments, buckskin breeches, a buffalo-skin coat with a hood, fur leggins, and boot moccasins — the same suit in which he had crossed the plains.

He saw President Tyler, and Daniel Webster, Secretary of State, and gave them such information that there was no longer any talk of a boundary for Oregon south of the forty-ninth parallel of latitude. He published a pamphlet setting forth the advantages of Oregon, and describing the way to reach it. His companion in his adventurous ride, who had followed him to St. Louis, also spread the notice far and wide that Dr. Whitman and he would personally conduct a party of emigrants to Oregon.

A large number of emigrants started from St. Louis. Dr. Whitman had been delayed, but overtook them by the time they reached the Platte River. The company consisted of about a thousand men, women, and children, with about a hundred and fifty emigrant wagons, each drawn by twelve oxen. There were also more than a thousand horses and cattle.

Day after day the long caravan toiled along. When night came the wagons were ranged in a

circle, the teams unyoked and let loose to pasture. Fires were lighted by which to cook the supper, tents were pitched, sentinels were posted, and everything was made ready for the night.

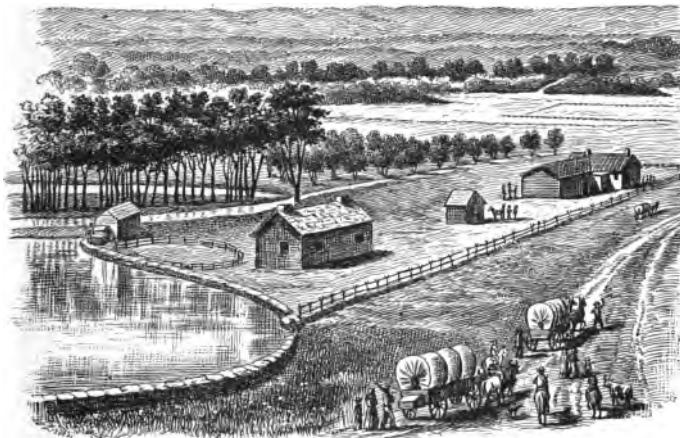
After supper the company would gather within the circle of the wagons, the children would roll and tumble on the ground in sport, some one would bring out a violin or flute, and the young people would enjoy a dance. The older persons would tell stories of adventure, discuss the journey still before them, or plan for their life in the far-away western land for which they were bound. By ten o'clock all was quiet, and nothing was to be heard but the "All's well" of the sentinels, as they walked back and forth on their night watch.

Early in the morning the caravan was on its way again. Twenty miles was a good day's journey. Late in September, 1843, the party reached its destination on the Columbia River. No such band of emigrants had ever been seen in Oregon before; no such band had ever crossed the continent.

Dr. Whitman had done his work well. He had carried news of the value of Oregon to the government; he had spread truthful reports throughout the land; he had brought back a large number of settlers to confirm the claim of the United States: in a word, he had saved Oregon for his country. He had done this without receiving or expecting any pecuniary reward. He believed that Oregon right-

fully belonged to the United States, and that it would be more prosperous under American rule. His motives were patriotic and seem to have been wholly unselfish.

Whitman returned to his station, and for the next four years devoted himself to his missionary



WHITMAN STATION.

Scene of the massacre.

work. Then the Indians, who, in some way, had become stirred up against the missionaries, murdered him, his wife, and thirteen others, and carried off forty men, women, and children as captives.

#### OUTLINE.

For many years the Great West was thought to be of little value. Dr. Marcus Whitman went to the Oregon coun-

298      History of the United States.

try as a missionary in 1836. He was greatly pleased with the country. He feared that the English would gain it, and he resolved that the government and people of the United States should be informed of the worth of Oregon. He rode on horseback to St. Louis on his way to Washington. It was a terrible winter ride. He led back a large band of emigrants. He was, a few years later, killed by Indians.

What was thought of the value of the great West ?

Who was Dr. Whitman?

How did he think Oregon could be kept for the United States ?

Describe his ride to St. Louis.

How was he dressed?

What did he accomplish?

## TEXAS.—MEXICAN WAR.—CALIFORNIA.

DURING the time of which we have been reading, the country was steadily growing in wealth and population. The settlement of the United States was spreading farther and farther west. The prairies were planted with corn and wheat, while



CHICAGO IN 1820.

From an old print.

towns and cities grew up along the rivers and lakes and on the lines of railways.

By 1846, the original number of states had been doubled. States were formed west of the Mississippi River, and in the North and the South. Such were Iowa, Missouri, Arkansas, and Louisiana.

Southwest of the state of Louisiana there was a great country belonging to Mexico, known as Texas. Into this country American settlers began to venture. They found it attractive and fertile, and year by year more settlers came until there were many Americans in Texas.

It was not an easy life for them. Some of the Indians were hostile. The Mexicans, who had at first invited Americans, became jealous; as descendants of the Spaniards they were not much pleased to see active Anglo-Saxons taking possession of the best parts of their country.

Many of the Americans were pioneer settlers, like those of the earlier days in Kentucky and Tennessee. Others were persons who had not been successful at home, and who hoped to do better in a new country. Some were men who had found Texas a safe refuge from their creditors, and a few were fugitives from justice. Texas was in those days truly a frontier country, resembling many of the more eastern states in their early history.

The Mexican law forbade slavery, but notwithstanding this, some of the settlers brought slaves with them, calling them "servants."

In 1836, the Americans and some of the Mexicans in Texas, declared their independence of Mexico, and set up the republic of Texas. One of the causes that led to the revolution was the refusal of Mexico to establish free schools.

Before long Texas asked to be annexed to the American Union as one of the states. This was very natural, because Americans formed the greater part of her population, and she was hardly strong enough to sustain a government of her own.

There was great difference of opinion among the people of the United States in regard to this request. The Southern states wished to have Texas in the Union, because many of the Texans were Southerners, and because its admission would increase the territory where slavery was allowed, and so would increase the influence of slaveholders in Congress. There were, of course, many people in the South and in the North who favored the annexation of Texas, and yet did not believe in slavery. They were of the opinion that the annexation would greatly benefit the United States.

The Northern states, as a whole, were opposed to the annexation; they did not wish to see the slave territory of the Union any larger. They believed also that the annexation would lead to a war with Mexico, because Mexico had never acknowledged the independence of Texas.

Texas was admitted into the Union in 1845; the expected war followed, and Mexico was defeated. In the treaty of peace Mexico ceded to the United States, in exchange for a large sum of money, a great tract of country, comprising what is now California, Nevada, Utah, most of New Mexico, Arizona, and part of Colorado.

In 1848, almost at the time when the treaty of peace with Mexico was signed, gold was discovered in California. As soon as the fact of this discovery became known, men from all parts of the United



THE OVERLAND ROUTE.

States hastened by sea and by land to the gold fields. Some embarked in ships and went around Cape Horn, a voyage of three or four months. Some sailed to the Isthmus of Panama, and then, crossing the country, took ships on the Pacific



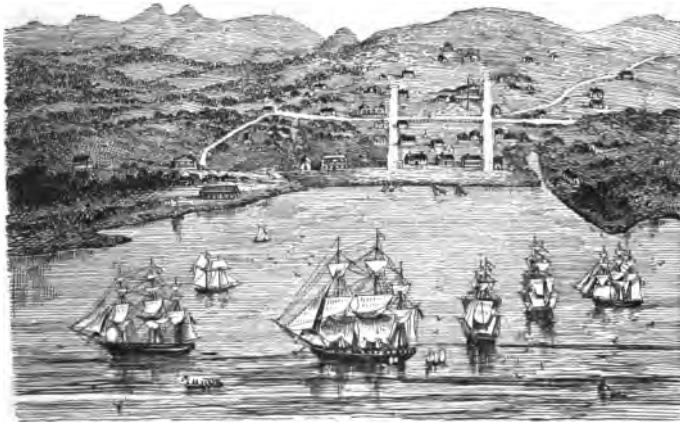
A CALIFORNIAN WAGON TRAIN.

*After an old print.*

Ocean. Some took the long journey overland, across the great plains and over the mountains.

The overland route was the hardest journey of all. The travellers could go only in wagons or on horseback. They were exposed to hostile Ind-

ians and wild animals. They suffered much from fatigue, hunger, and thirst. Long afterward their path could be traced by the abandoned wagons, and the whitened bones of the horses and cattle which fell by the way, and even by the bones of some of the poor travellers themselves.



VIEW OF SAN FRANCISCO IN 1847.

After a lithograph. With American ships in the harbor.

The recent discoveries of gold in the Klondike region, and the rush to these new gold fields, have brought back to many old persons the memory of the scenes of 1849.

By the end of the year 1849 there were more than a hundred thousand persons in California. Seldom had there been seen a greater mixture of peoples; by far the greater number were Ameri-

cans, but there were also Indians, Mexicans, Peruvians, Europeans, and South Sea Islanders. All these were working side by side in the search for gold.

The California gold diggings proved to be among the richest in the world, and many men became very wealthy; others returned to their homes poorer than when they left them.

California became a state in 1850. In addition to her mines, she has vast fields of grain, and thousands of acres planted with fruit trees of all kinds; her fruit orchards and orange groves are unsurpassed.

#### OUTLINE.

Americans began to settle in Texas, which was part of Mexico. In 1836 there were many Americans in that country, and they declared themselves independent of Mexico. Soon Texas asked to be annexed to the United States. The North opposed annexation, and the South approved. Texas was admitted to the Union, 1845. War with Mexico followed. The United States acquired from Mexico what is now California, Nevada, Utah, most of New Mexico, Arizona, and Colorado. Gold was discovered in California 1848. There was a great rush to the gold fields. California became a state, 1850.

How many states were there in the Union in 1846?

Where was Texas?

What sort of men went there to settle?

Texas. — Mexican War. — California. 305

When Texas wished to join the Union how did the people of the North feel?

Those of the South?

When was Texas admitted to the Union?

What land did the United States acquire?

When was gold discovered in California?

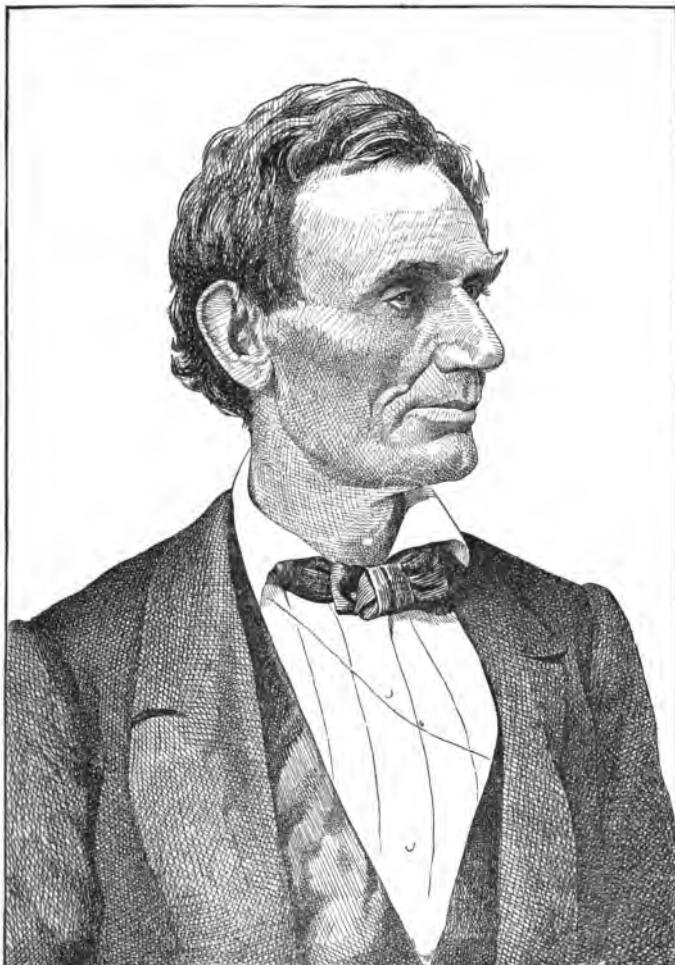
Tell how the seekers after gold reached California.

## ABRAHAM LINCOLN.

AMONG the early settlers in Kentucky was a man named Abraham Lincoln, who had come there about 1780. His ancestors were among the colonists who settled near Plymouth, Massachusetts. Some members of the family moved to New Jersey, and later to Virginia and Pennsylvania (Berks County). This Abraham Lincoln and his family had long been friends of the Boones; it was probably due to Daniel Boone that they had moved to this new home.

They lived in a stockade, like the other settlers, as the Indians were still to be feared. All went well for eight years. Then, one day, while he and his three sons were at work in a clearing, the father was shot and killed by an Indian. This misfortune appears to have broken up the family, and Thomas, the youngest son, was left to shift for himself.

Thomas Lincoln was a carpenter, and was successful enough to secure a farm by the time he was twenty-five. He married Nancy Hanks in 1806. The young couple were poor, but so were most of the early settlers in the West. Their life was rough, but it did not differ from that of other pioneers at the same period. Indeed, the life of the



ABRAHAM LINCOLN.

From a photograph taken in 1860.

Lincolns can be taken as a fair example of that of hundreds of others in the new settlements.

Their home was a rude log-cabin, containing only one room, having but one door and no window. A large chimney, made of sticks and clay, leaned against the cabin, which, if it was like the ordinary cabin of the early settler, had no floor but the earth. The scanty furniture was of the rudest kind. The



HOUSE IN WHICH ABRAHAM LINCOLN  
WAS BORN.

From a photograph of the reconstructed log-cabin.

table and chairs were of boards, the legs fastened into auger holes. The bedstead was of poles, and was supported by the logs of the house on one side, and on the other by stakes

driven into the earth floor. Most of the dishes were wooden; the spoons, knives, and forks were of iron.

In this cabin, situated in Hardin County,<sup>1</sup> Kentucky, Abraham Lincoln, the future President, was born, February 12, 1809.

Abe, as he was called, was seven years old when his father moved to the southwestern part of Indiana. The country was thickly wooded, and, in order to get to their new home, it was necessary to cut a roadway through the forest.

<sup>1</sup> Now La Rue County.

When they had reached their destination, the first thing to be done was to build a "half-faced camp." This was a log hut with but three sides. There were no doors, no windows, no floor but the earth. It was, indeed, nothing but a shed. All the cooking was done at a fire in front of the open



LOG-CABIN FURNITURE.

side of the hut. A buffalo skin was hung across the front for protection in winter.

The family lived in this "half-faced camp" for a year, and then a cabin, very much like the one they had left in Kentucky, was built. This cabin had a loft, and here, on a heap of leaves, young Abe Lincoln slept.

The boy went to one of the rude "A B C schools" whenever he had a chance; but he used to say, in

after years, that he was not at school more than a year all together.

He was eager to learn, and at night would throw branches of spice-wood bushes on the fire in order to get more light, so that he could read and cipher. He did his figuring on a wooden shovel, or smooth board, with a charred stick. When the work was done, he planed it off, and the board was ready for use again.

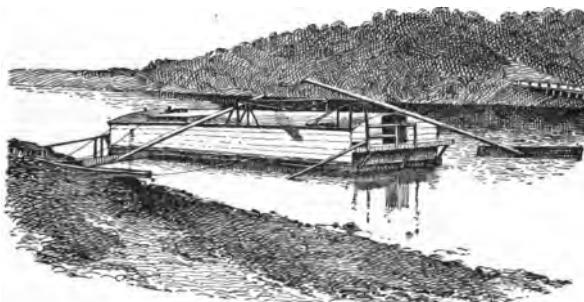
Young Lincoln read every book that he could lay his hands on. Books were scarce on the frontier, and he had not much choice. Among them were "Robinson Crusoe," Weems's "Life of Washington," a "History of the United States," "Æsop's Fables," Bunyan's "Pilgrim's Progress," and the Bible. Some of these he had to borrow. Once his borrowed copy of Weems's "Washington" got wet, and to pay for the book he shucked corn for three days.

When he could get paper, he would copy long extracts from what he read, using a pen made from the feather of a wild fowl, and ink made from the roots of briars.

When he was ploughing, and it was necessary to give the horse a rest, he would pull out his book, perch himself on the top of a "worm fence," and read. He soon knew more than any of his companions, and he learned to write an excellent hand.

His mother died when he was nine years old, and

her loss was a great one to the little boy. In about a year his father married again. Lincoln's stepmother was an able and energetic woman. She encouraged him in all his efforts to read and to study, and her stepson became very fond of her. She said of him, many years afterward, "Abe was a good boy—he never gave me a cross word or look . . . he was a dutiful son to me always."



A MISSISSIPPI FLAT-BOAT.

If young Lincoln dressed like the boys around him, he must have worn roughly tanned deerskin trousers, a linsey-woolsey shirt, moccasins on his feet, and a coonskin cap on his head.

He was early taught to swing the axe, to handle the plough, to thresh the wheat with the flail, to carry the grain to the mill, and to do all kinds of work about the farm. Besides this, his father taught him his own trade which was that of a carpenter.

He grew up an able-bodied, active young man.

He was six feet four inches tall, and of great strength. "He could outwork, outlift, and outwrestle any man he came in contact with." He was good-natured, obliging, and, in fact, very popular. He was fond of telling stories, all of which were to the point and often very amusing.

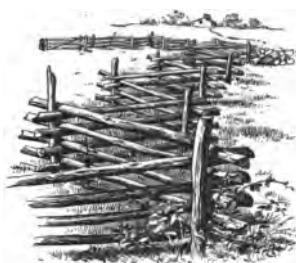
When he was nineteen, he went to New Orleans on a flat-boat as a "bow-hand." His business was

to work at the front oars. The unwieldy flat-boats were propelled by long sweeps, or oars, each of which often required two men to handle it. These boats were loaded with farm produce, and with their cargoes were sold on reaching New Orleans. This

long voyage took weeks and sometimes months to accomplish. For this work on the flat-boat Lincoln received eight dollars a month and his passage back.

Soon after his return from New Orleans, his father moved to Illinois. Young Lincoln drove the ox-wagon in which the household goods were carried. It was a two weeks' journey.

The family settled in central Illinois. Here Abraham Lincoln helped to build the log-cabin which was to be the new home, and with the aid of a companion he split the rails to fence in the ten



A WORM FENCE.

acres which were to be planted with corn for the first year's crop.

After seeing his father and his family settled, and being now twenty-one years old, he "struck out for himself." He had little or no money; and one of the first things he did was to split rails to pay for enough brown jeans to make him a pair of trousers.

He took whatever employment offered. He worked as a farm hand, as a rail-splitter, and as a clerk in a country store. Once, late in the evening, a woman came to buy half a pound of tea; Lincoln weighed it out correctly, as he thought, and gave it to the woman, who paid him and went off. Next morning he found that he had put a four-ounce weight on the scales. He closed the shop and went to deliver the amount of tea which was due the woman.

Another time, in giving change, he made a mistake of six and a quarter cents;<sup>1</sup> the same evening, after the store was closed, he walked three miles to return the money. Such conduct soon won for him the name of "Honest Abe."

When the trouble with the Indians, known as the "Black Hawk War," arose, Lincoln joined the

<sup>1</sup> A coin in common circulation at that time was the Spanish half-real, worth six and a quarter cents. It bore different names in different places, as, "picayune," "fippeny bit," "sixpence." It went out of circulation during the Civil War.

volunteers and was made captain of his company. He was not called upon to take any very active part, but his chief exploit was to save, at the risk of his own life, an Indian who had wandered into the soldiers' camp.

On his return, in 1832, Lincoln and another young man entered into partnership and bought out a country store. Lincoln's main object in life was study rather than trading, and he trusted too much to his partner, whom he supposed to be a good business man. The young man, however, turned out to be a worthless, dissipated fellow, and it was not long before the business proved a failure. Lincoln was now responsible for several hundred dollars, which it took him years to pay.

In the meantime he had begun the study of law, had mastered surveying, and had been appointed village postmaster.

When he began to practise law, all who knew him and really wanted justice were glad to employ him, because they were sure that he was honest. He never would say anything that he did not believe, and if he was satisfied that a law case was unjust, he would not defend it.

Once he was called upon to defend a young man who was charged with committing murder. A witness, who was an enemy of the prisoner, declared upon oath that he saw the murder committed on a certain night by the light of the moon. Lincoln

asked him to repeat his statement, and after this was done, he pulled an almanac out of his pocket, and showed that there was no moon visible on that night. The accused was at once acquitted. Lincoln refused to take any fee in the case, because, years before, he had been treated with great kindness by the young man's mother.

In 1834, Lincoln was elected a member of the state legislature. In order to take his seat, he walked the entire distance to Vandalia, then the state capital, about a hundred miles. In 1846, he was elected a member of the United States Congress; in this position he distinguished himself by opposing the Mexican War. A few years later (1850) there were great debates in Congress, and discussions over the whole country as to whether slavery should be allowed in the territories. Lincoln spoke boldly against any increase of slave territory.

In 1858, he was a candidate for the position of United States Senator, and sustained himself in many debates in the state of Illinois with his opponent, Stephen A. Douglas. Lincoln was not chosen, but he gained for himself a wide reputation for ability, sound sense, and honesty of purpose.

In 1860, Lincoln was invited to deliver a speech in the largest hall in the city of New York. The subject was, "Slavery in the United States." Few political addresses have had such an effect, so clear, so forcible, so convincing were his words.

It is not strange that when the convention of the Republican party met, soon after, to choose a candidate for President, Abraham Lincoln was nominated. He was elected; and the former backwoods boy, rail-splitter, country storekeeper, surveyor, lawyer, became President of the United States.

#### OUTLINE.

The Lincoln family originally came from near Plymouth, Massachusetts. They moved first to New Jersey, then to Virginia, then to Pennsylvania, and then to Kentucky. Thomas Lincoln lived in Hardin County, Kentucky. Here Abraham Lincoln, his son, was born, February 12, 1809. When he was seven years old his family moved to Indiana and later to Illinois. They lived in a rude cabin like other frontier families. Abraham Lincoln learned to cut down trees, split rails, and to do all kinds of farm work. He went to New Orleans on a flat-boat. He was a storekeeper, postmaster, surveyor, and lawyer. He was called "Honest Abe." He was chosen a member of the state legislature, and of Congress. He was elected President of the United States in 1860.

Where did the Lincoln family originally come from?

Describe the cabin of Thomas Lincoln.

Where was Abraham Lincoln born?

To what state did the family move when he was a little boy?

In what sort of a hut did they live?

How long did he attend school?

Tell how he taught himself.

Name some of the books he read.

Tell what his stepmother thought of him.

Tell how he was dressed ; what he learned to do ; how he went to New Orleans.

What did he do when the family moved to Illinois?

Tell stories to show his honesty.

What was he called?

Give an account of him as a storekeeper ; as a lawyer.

To what positions did his fellow-citizens elect him ?

To what high position was he chosen by the people of the United States?

## THE CIVIL WAR.

THE great Civil War between the North and the South began in 1861, soon after Abraham Lincoln became President. There had been for a long time much misunderstanding between the people of the North and the people of the South; this was partly because they had been brought up very differently, and partly because they knew but little of each other. This want of knowledge on the part of each was due to several causes, the most important of which were the following: first, the main lines of travel in the United States have always been east and west; men have gone in those directions rather than north and south; secondly, there were few railroads in the South; thirdly, the warm climate of the South was not attractive to the men of the Middle and Northern states; lastly, the Southern system of slavery was disliked by nearly all persons in the free states, and many thought it sinful.

There were doubtless other reasons for this misunderstanding, but these are the easiest to be seen.

The Southern people generally believed that slavery was right; very many of the Northern people, on the contrary, thought that it was wrong. The Southern people also believed that negro slaves

were necessary for raising cotton and other crops ; they wished to take their slaves into the territories, and to increase the number of states in which slavery was permitted. The free states had become the most populous and numerous ; this made the slaveholders feel that it would not be long before the Northern states would take some steps to restrict, perhaps even to abolish, slavery.

In the North, there was a political party the members of which were called Abolitionists ; they believed that slavery should be abolished. As this party had supported Abraham Lincoln, many prominent men in the Southern states feared that Lincoln would interfere with slavery. When Lincoln was elected, they thought that the time had come for the slave states to leave the Union, or to secede as it was called. Before he was inaugurated, in 1861, seven states had thus seceded and claimed to be out of the Union.<sup>1</sup>

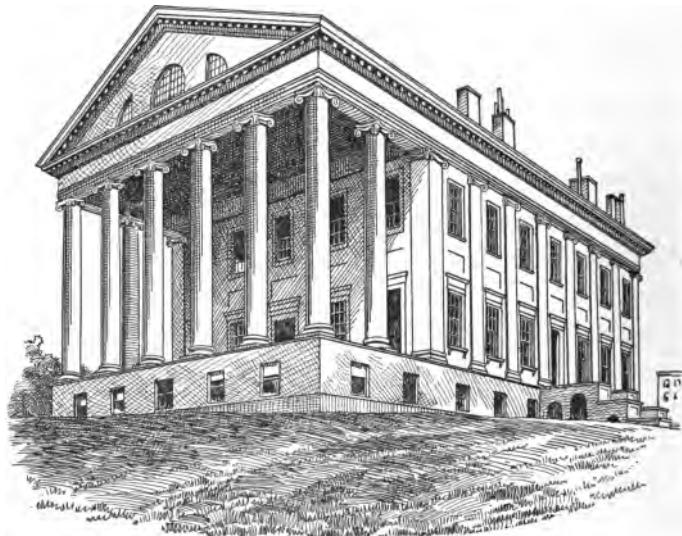
These states formed themselves into a new government called "The Confederate States of America." Jefferson Davis, of Mississippi, was chosen President, and Alexander H. Stephens, of Georgia, Vice-President, of this confederation.

The great majority of the people of the Northern states were of the opinion that no state had the right to withdraw from the Union ; they did not

<sup>1</sup> These were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.

believe that the Southern people meant what they said, or that they would actually fight against the Constitution and the flag under which they had lived so long.

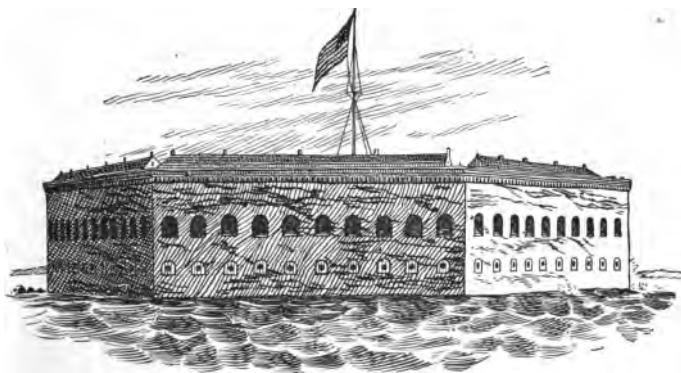
President Lincoln was very much misrepresented in the South. He was careful to say that he did



THE CAPITOL AT RICHMOND.

not think that the Constitution allowed him to interfere with slavery where it was legal, but he was careful also to say that he did not believe that a state could secede from the Union. He would not recognize the Confederate states as a government.

Fort Sumter, in the harbor of Charleston, South Carolina, was one of the United States forts; it was short of supplies, and the Southern authorities refused to allow any supplies to reach it. In April, 1861, the Confederates demanded the surrender of Sumter; the commander of the fort, Major Robert



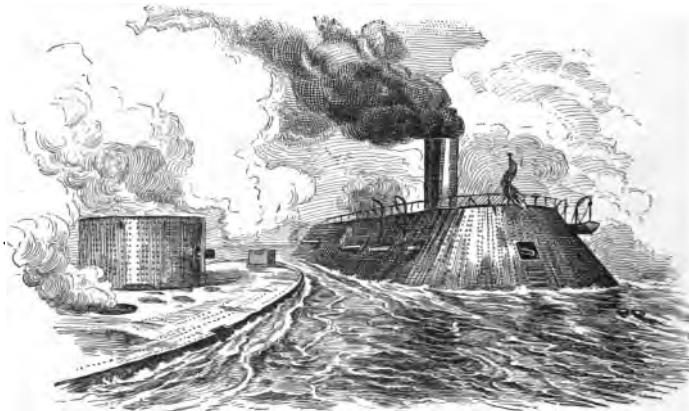
FORT SUMTER BEFORE THE BOMBARDMENT.

Anderson, refused to yield. On the morning of April 12th, the Confederate batteries began to fire on the fort; the bombardment lasted thirty-two hours, and ended with the surrender of the fort. The garrison, about a hundred men all told, was allowed to march out with all the honors of war. Only one man had been killed, and he by accident. This attack began the Civil War.

At once there was great excitement, North and South. Troops were enlisted on each side, and

large armies were gathered. The Confederate government expected that all the Southern states would join the new Confederacy, but only four more did so, making eleven in all.<sup>1</sup>

The terrible conflict thus begun lasted four years. The armies on each side fought bravely. The people, both North and South, taxed them-



MONITOR AND MERRIMAC.

An incident of the Civil War.

selves heavily to carry on the war, and bore the burden ungrudgingly.

There was great suffering on the battle-fields, in the hospitals, and, saddest of all, in the military prisons. Great battles were fought, and there were many notable exploits on sea and land. There were able generals in the Union army, such as

<sup>1</sup> These were Arkansas, North Carolina, Virginia, and Tennessee.

Ulysses S. Grant, William T. Sherman, Philip H. Sheridan, and George H. Thomas. In the navy such men as David G. Farragut, Andrew H. Foote, and others, more than sustained the reputation of the American naval officer. In the Confederate army there were able generals as well: Robert E. Lee, Joseph E. Johnston, Thomas J. Jackson, commonly known as "Stonewall" Jackson, and J. E. B. Stuart.

The war was principally carried on in the Southern states. The navy of the Union blockaded<sup>1</sup> the ports of the Confederacy, so that very few ships could bring in supplies or carry out cotton to pay for the goods which were needed.

The armies of the Union shut in the South on the land side so completely that the Southern people could get very few supplies by land. Being shut in by land and sea,

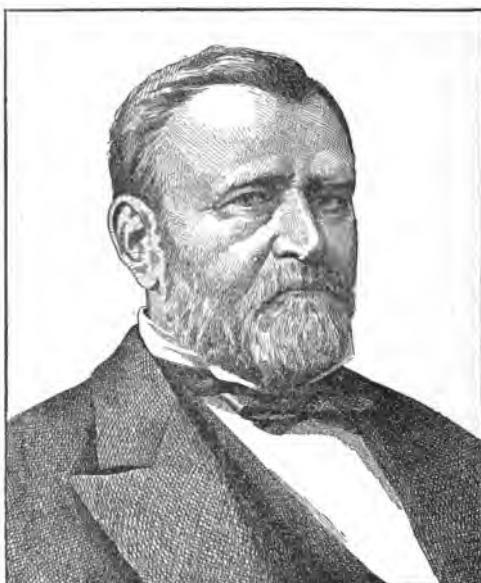


FARRAGUT IN THE MAIN RIGGING.

An incident of the Civil War. After the picture by William Page.

<sup>1</sup> A port is blockaded when no vessel is allowed to go in or come out.

and having very few manufactories of any kind, the people suffered greatly for many articles. Woollen cloth, shoes, pins, needles, medicines, tea, coffee, sugar, salt, and many other things were almost unobtainable.



ULYSSES S. GRANT.

From a photograph.

Dried herbs or leaves of various shrubs were used instead of tea, roasted rye or wheat instead of coffee. Men and women wore homespun garments, thorns served as pins, wall-paper, and indeed every kind of paper which was blank on one side,

was made use of for writing and printing, and many other ingenious devices took the place of what had been considered necessary. The Southern people bore their privations courageously, because they believed that they were right and were fighting in defence of their homes.



MCLEAN'S HOUSE, APPOMATTOX COURTHOUSE

In which General Lee surrendered to General Grant, 9th April, 1865. From a photograph

This system of blockade and of cutting off supplies was part of the plan of the Union government to bring the South to terms. Without such measures the Union forces could hardly have succeeded.

Though the Northern and Western states were almost wholly free from the presence of contending armies and the ravages of war, thousands of homes were made desolate by the loss of husbands, sons,

and brothers, who had patriotically left all to save the Union.

Many terrible battles were fought with an appalling loss of life. At last the South became exhausted. The armies of the Union advanced steadily until at length Richmond, the capital of the Confederacy,



THE GRANT MONUMENT, NEW YORK.

From a photograph.

was occupied by Union troops. A few days later, General Lee surrendered his army to General Grant at Appomattox, Virginia. The war was over.

This war put an end to slavery in the United States, and now there is probably no one who would really wish it back. The war made the people of

the North and South respect each other. It showed that the American people are just as brave, just as patriotic, just as self-sacrificing, as they ever were. The union of the states was preserved, and it was shown that no state could withdraw from the Union.

On April 14, 1865, only four days after Lee's surrender, President Lincoln was shot by an assassin, and the rejoicing over the coming of peace was changed to the deepest mourning. The whole country had come to regard Abraham Lincoln as worthy of the highest confidence; he had inspired such admiration and affection as had been given to no one except Washington. His loss was mourned over the whole world as that of a devoted patriot, and a good and great man.



ROBERT E. LEE.

From a photograph in 1862.

#### OUTLINE.

The great Civil War began in 1861. The people of the North and the people of the South did not understand each other. The Southern people thought slavery was

right; the Northern people, that it was wrong. The Southern people thought that a state could leave the Union if it wished; the Northern people did not believe in secession, as it was called. Seven Southern states seceded and formed The Confederate States of America; four other states joined them later. Fort Sumter, in Charleston Harbor, was bombarded. This began the conflict. The war lasted four years. It was carried on chiefly in the South. The people of the South suffered much from the blockade of their ports which cut off all supplies. There were many terrible battles and great loss of life on each side. The South was compelled to give up the struggle. The war put an end to slavery, and showed that no state could leave the Union. On April 14, 1865, President Lincoln was shot by an assassin. His loss was mourned over the whole world.

Tell why the people of the North and the people of the South did not understand each other better.

How did the people of the South look upon slavery?

How did the people of the North look upon it?

Why did the people of the South wish to leave the Union?

How many states seceded?

What name did the seceding states take?

How did the people of the North look upon secession?

What did President Lincoln say?

Tell about the bombardment of Fort Sumter.

How long did the war last?

Name some of the generals and naval officers.

Tell what effect the blockade had on the people of the South.

What questions did the war settle?

What sad event took place at the close of the war?

How was President Lincoln regarded by all men?

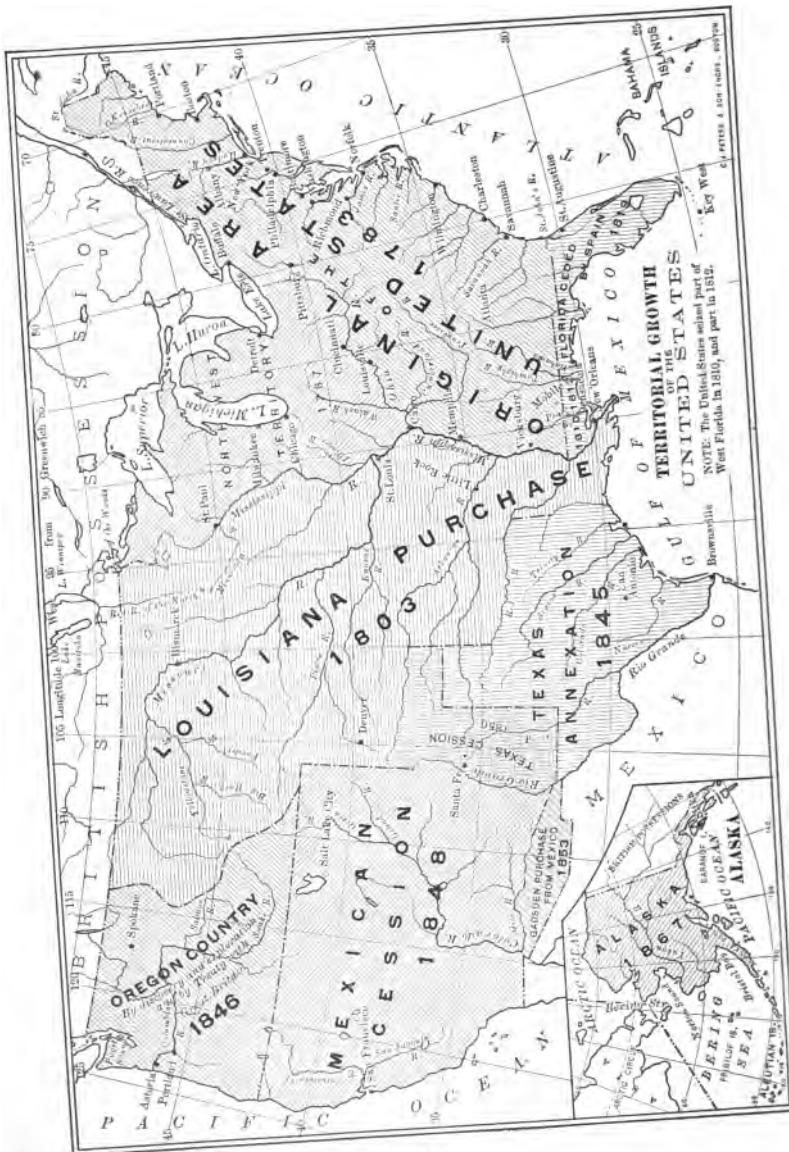
## THE UNITED STATES IN RECENT YEARS.

THE Northern and Western states soon after the Civil War settled back into peaceful life. In the South the people had lost nearly everything, and many of them had to make a fresh start in life. The state and local governments had to be reorganized and many difficult questions settled. But, as the years went on, the South recovered from her losses and prospered greatly. She has grown larger crops of cotton than ever before; many railroads have been constructed, many mines have been opened, and many new manufactories have been established.

In Virginia, the Carolinas, Georgia, and Florida great quantities of fruits and early vegetables are raised, which, by means of steamers and rapid railroad trains, find a ready market in the cities of the North and West.

The whole country has steadily increased in population, wealth, and prosperity, notwithstanding times of depression in business.

The United States bought the great Louisiana territory in 1803; later, in 1819, she bought Florida; later still Texas was annexed, the Mexican Cession gained, and Oregon secured. Another large addition of territory was made in 1867, when Alaska was



purchased from Russia. This great territory does not touch the rest of the United States at any point. It has a scanty population of Indians. Except along the coast the winters are very cold, and there is much ice and snow. There are high mountains, and large glaciers, some of which reach to the sea; from these huge pieces of ice break off and fall into the sea, forming icebergs. Many fur-bearing animals are still to be found in Alaska, and the islands in Bering Sea have been the resort of thousands of seals, but the rapacity of the seal hunters has nearly destroyed the herds. Alaska is rich in mineral wealth. Gold was discovered in the Klondike region in 1898. Owing to the long winters and the rigorous climate, it will never be a second California, but it is already of very much greater value than any one thought possible when it was bought.

The building of railroads has been one of the most striking features of the development of the United States. Settlement, of course, came in the East before railroads; but in the West settlement, as a rule, has gone along with the railroad, without which the growth of towns and cities would not have been nearly so rapid.

Men felt that unless there was some quick and easy way to get from the extreme East to the extreme West, those who lived on the Pacific coast might think that they could get along very well without those on the Atlantic coast, and those on

the Atlantic coast might care very little for those on the Pacific coast. This feeling led to the construction of the Pacific railroads.

Congress made liberal grants of land and money, and the work of building the Pacific Railway was begun during the Civil War. The road was started from both the east and the west. On the 10th of



VIEW ON THE UNION PACIFIC RAILROAD, COLORADO.

From a photograph.

May, 1869, the two construction parties met at Promontory Point, Utah. The junction was made with great ceremony. The last rail was fastened with a gold spike from California, a silver one from Nevada, and an iron one from Arizona. Two engines, one from the east and one from the west, blew their whistles loud and long, and touched each other to show that the great roadway from the Atlantic to the Pacific was completed. Other

Pacific railroads have been constructed since, and crossing the continent is no longer a journey to be dreaded.

When men in Europe wish to go to Japan by the quickest route, they cross the Atlantic to America,



WILLIAM MCKINLEY.

Elected President of the United States, 1896. Photographed by Rockwood, New York.

take the railroad to the Pacific coast, and embark in an ocean steamer, which brings them to Japan in thirty days or less from England. Columbus was right when he said that the best way to go to the east was by going west, but how different the journey to-day from that of which he dreamed!

No one could have imagined that so great a nation as the United States could have come into existence in the western hemisphere. The wonderful prosperity and development of the great republic have been due in part to great natural advantages, but these alone would not have brought success. Without the earnestness, the frugality, the independent, self-reliant spirit, and the love of conquering difficulties, all of which are characteristics of the Anglo-Saxon race, the natural advantages would have amounted to little.

After more than thirty years of peace the United States became involved in a war with Spain in 1898. It was the first conflict with a European power since 1815. For years Spain had oppressed and misgoverned Cuba. The Cubans rebelled. Spain made fair promises of better treatment, but they were not carried out. Again the Cubans rebelled. Accounts of Spanish cruelty came from time to time to America, causing many Americans to sympathize warmly with the Cuban insurgents. The large and profitable trade which had existed between the United States and Cuba was almost ruined. The condition of the Cubans became worse and worse.

The United States government sent the battleship *Maine* to Havana to protect American interests. On February 15, 1898, she was blown up and sunk with over two hundred and fifty of her crew. The feelings of the great body of the American

people were so wrought up that Congress soon passed resolutions declaring that Cuba ought to be free, and that, if the Spaniards did not withdraw, the United States should compel them to go. Spain broke off all relations with the United States. The President ordered a blockade of parts of the Cuban coast, troops were enlisted, and war was begun.

The United States had a fleet of war vessels under Commodore George Dewey at Hong-Kong, China. He was ordered to the Philippine Islands, a Spanish possession. On the 1st of May he entered the harbor of Manila, and, engaging the Spanish fleet, captured or destroyed every vessel, without the loss of one of his own men.

Meanwhile, the blockade of Cuba was kept up. Spain sent a fleet to Cuba; this fleet was blockaded by American vessels in the harbor of Santiago, and when it ventured out, it was pursued and totally destroyed by the American vessels, with the loss of but one American killed and two wounded.

United States forces had been landed to attack the city of Santiago. After some sharp fighting the



GEORGE DEWEY.

From a photograph taken in 1899.

city surrendered. Another expedition was sent to the island of Porto Rico. With little difficulty the American troops overran a good part of the island, but before the capital was reached Spain had sued for peace.

By the terms of the temporary agreement, Spain was to give up all claim to Cuba and to cede to the United States Porto Rico and the island of Guam (one of the Ladrones in the Pacific Ocean). Manila



MORRO CASTLE, OPPOSITE HAVANA, CUBA.

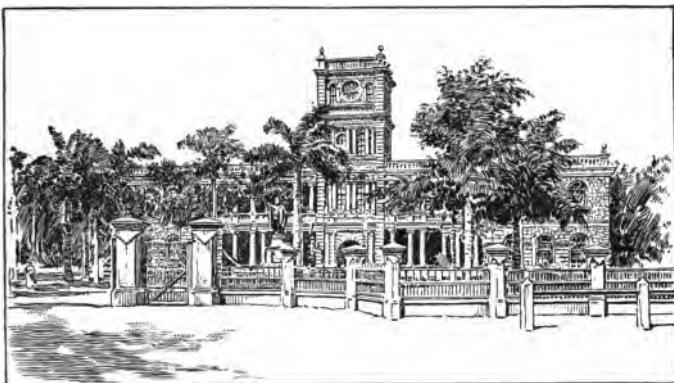
From a photograph.

was to be held by the United States until a formal treaty of peace should be made. The war had lasted one hundred and fourteen days.

Meanwhile, the Hawaiian Islands had been annexed to the United States in July, 1898. In February, 1899, the United States Senate ratified the treaty of peace with Spain by which the United States, in addition to what had been agreed upon, gained the Philippine Islands.

In less than a year the United States annexed the Hawaiian Islands, Porto Rico, Guam, and the Philippines, and assumed temporary control of

Cuba; in December, 1899, by agreement with Great Britain and Germany, she gained Tutuila and the islands near it of the Samoan group in the South Pacific. The United States has thus been changed



SENATE AND LEGISLATIVE BUILDINGS, HONOLULU, HAWAII.

From a photograph.

from a strictly American power to one of world-wide extent. It is not possible to foretell what the result of this change will be upon her people and her institutions.

#### OUTLINE.

After the Civil War the country settled back into peaceful occupations. The South began a new career of prosperity. Alaska was bought in 1867. It is rich in mineral wealth. The railroad has been of the greatest help in the settlement of the whole country; it has been a means of

uniting the East and West. Natural advantages joined with the earnestness and self-reliant spirit of the Anglo-Saxon race have been the means of developing this great country. War with Spain broke out in 1898. Spain oppressed Cuba. The people of the United States sympathized with the Cubans. The *Maine* was sent to Havana, and was blown up. After a short war Spain sued for peace. The United States acquired Porto Rico, the Philippines, Guam, and assumed temporary control of Cuba. The United States has thus been changed to a world-wide power.

Tell about the prosperity of the South after the Civil War.

Describe Alaska.

How has the railroad helped to develop the country?

Tell about the Pacific railroads.

Tell how it is that the United States has been so prosperous.

Tell about the cause of the war with Spain.

What did the United States gain as a result of the war?

## Index.

- Abolitionists, 319.  
Alaska, 329.  
America, discovered by Columbus, 18.  
    origin of name, 30.  
Americus Vespuclius. See Vespucci.  
André, Major, 207.  
Arnold, Benedict, treason of, 206.  
Articles of Confederation, 211.  
  
Bacon, Nathaniel, 118-121.  
Baltimore, first Lord, in Newfoundland, 92.  
    granted land on the Chesapeake, 92.  
    his powers, 93.  
    dies, 93.  
Baltimore, second Lord, 93.  
    sends out colonists, 93.  
    makes liberal laws, 94.  
Berkeley, Sir William, 117-121.  
Boone, Daniel, 219-230.  
    his character, 220.  
    explores Kentucky, 221-225.  
    settles in Kentucky, 224.  
    adventures, 227-230.  
    dies, 230.  
Boston, founded, 86.  
    evacuated by British, 198.  
    tea party, 190.  
Braddock's defeat, 180-182.  
Bunker Hill, battle of, 196.  
  
Cables (ocean telegraphs), 286.  
Cabot, John and Sebastian, 26-29.  
    discover the continent of North America, 27.  
California, 301-304.  
Calvert, George and Cecilius. See Baltimore, Lord.  
  
Calvert, Leonard, 93.  
Canals, 278.  
Canonicus, 82.  
Cipango, an old name for Japan, 2.  
Civil War, 318-327.  
Clark, William, 241.  
Clinton, De Witt, 278.  
Columbia River discovered by Gray, 242.  
    discovered by Lewis and Clark, 245.  
Columbus, 7-25.  
    early life, 7.  
    plans for reaching India and Japan, 8.  
    in Portugal, 9.  
    in Spain, 10-15.  
    his voyage, 15-22.  
    discovers America, 18.  
    reception in Spain, 23.  
    his other voyages, 24.  
    as a ruler, 24.  
    put in chains, 24.  
    his death, 25.  
Concord, battle of, 195.  
Confederate States of America, 319, 322.  
Congress. See Continental Congress.  
Constitution framed, 214.  
Continental Congress, the First, 193.  
    Second, 197.  
    appoints Washington Commander-in-chief, 197.  
    declares independence, 198.  
Cornwallis, Lord, in the Revolution, 198, 201, 207, 208.  
Cotton gin, 262.  
Cuba, 334-336.  
    United States assumes control of, 336.

- Da Gama. See Gama.  
 Dare, Virginia, 47.  
 Davis, Jefferson, 319.  
 Declaration of Independence, 198, 199.  
 De Leon, Ponce, 32.  
     discovers Florida, 33.  
 De Soto, Hernando, 34-37.  
     goes to Florida, 34.  
     discovers the Mississippi, 36.  
     death, 37.  
 Dewey, George, 335.  
 Drake, Sir Francis, 40-43.  
     in the Pacific, 41-43.  
     sails round the world, 43.  
 Dutch, in New Netherland, 101-109.  
     influence in New York, 145.  
  
 Eliot, John, 99.  
 England, and the colonies, 187-194.  
     War of Revolution, 194-211.  
     War of 1812, 270-274.  
 English explorers, 40-61.  
 Ericsson, John, invents steam propeller, 259.  
 Erie Canal, 278-280.  
  
 Field, Cyrus W., 286.  
 Fitch, John, 253-255.  
     early life, 253.  
     invents steamboat, 254.  
 Florida, discovered, 33.  
 Franklin, Benjamin, 150-166.  
     early life, 150-154.  
     as a printer, 155-158.  
     marriage, 158.  
     “Poor Richard’s Almanac,” 159.  
     inventions and discoveries, 160-162.  
     public life, 162-166.  
     death, 166.  
 French, the, aid America, 204.  
     at Yorktown, 208.  
 French and Indian War, 176-184.  
 French explorers, 111-115.  
  
 Frontier life, 225-227, 308-312.  
 Fulton, Robert, 255-259.  
     early life, 255.  
     invents steamboat, 256.  
  
 Gage, General, 192-196.  
 Gama, Vasco da, 31.  
     reaches India, 31.  
 Gates, General, at Saratoga, 203.  
     at Camden, 207.  
 Genoa, 4, 7.  
 Georgia, founded, 134.  
     origin of name, 134.  
     becomes a royal colony, 137.  
 Germans in Pennsylvania, 147.  
 Gold in California, 302.  
 Gosnold, Bartholomew, 48.  
 Grant, Ulysses S., 323-326.  
 Greene, Nathanael, 208.  
 Guam, island of, ceded, 336.  
  
 Hadley, Indian attack upon, 96.  
 Harvard College founded, 142.  
 Hawaii annexed to United States, 336.  
 Henry, Prince of Portugal, 4.  
 Hessians, 200.  
 Hudson, Henry, 62-66.  
     employed by the Dutch, 62.  
     discovers Hudson River, 63-64.  
     discovers Hudson Bay, 65.  
     death, 66.  
  
 Impressionment of sailors, 270.  
 India, new routes to, sought, 4.  
     See also Columbus, Cabots, Hudson,  
     Da Gama.  
 Indians:  
     methods of fighting, 96-98, 223.  
     King Philip’s War, 95-99.  
     troubles with the Dutch, 104.  
     and William Penn, 128-130.  
     Tecumseh, 268.  
 Inventors, early, 253-264.  
 Isabella, Queen, 10, 12.

- Jackson, Andrew, 265-275.  
     early life, 265-267.  
     congressman and senator, 267.  
     at New Orleans, 273.  
     President, 275.  
     dies, 275.
- Jamestown, Virginia, founded, 52.  
     attacked and destroyed, 119-121.
- Jefferson, Thomas, 232-240.  
     early life, 232-235.  
     and the Declaration of Independence, 235.  
     minister to France, 236.  
     Vice-President, 236.  
     President, 236-237.  
     dies, 239.
- Joliet, 111-113.
- Jones, John Paul, 204.
- Kentucky, explored and settled, 221-227.
- Kieft, William, 104.
- King Philip. See Philip.
- King Philip's War, 95-99.
- La Salle, 113-115.
- Lee, Robert E., 323, 326, 327.
- Lewis and Clark explorations, 241-246.
- Lewis, Meriwether, 241.
- Lexington, battle of, 195.
- Lincoln, Abraham, 306-316.  
     early life, 306-314.  
     President, 316.  
     and slavery, 320.  
     and secession, 320.  
     assassinated, 327.
- Louisiana, origin of name, 115.  
     bought from France, 238.
- Maine* blown up, 334.
- Mandeville, Sir John, 2.
- Manhattan Island, 102.
- Manila, battle of, 335.
- Marquette, Father, 111-113.
- discovers the Mississippi, 113.
- Maryland, founded, 92-94.  
     origin of name, 92.
- Massachusetts, settlement of, 67-83, 85-91.  
     treatment of, by England, 191.
- Massasoit, 79, 80, 89, 95.
- Mayflower*, the, 72.
- Mayflower Compact, 74.
- Mexican War, 301.
- Minute-men, 194, 195.
- Mississippi River, discovered by De Soto, 36.  
     discovered by Marquette, 113.  
     explored by La Salle, 114.
- Montcalm, the Marquis, 182, 183.
- Morris, Robert, 206.
- Morse, S. F. B., 283-285.
- Mount Vernon, 173.
- Napoleon, 270.
- Navy in the Revolution, 204.  
     in War of 1812, 272.
- New England, life in, 139-145.  
     "New England Primer," 142.
- New Netherland, 102-109.  
     founded, 102.  
     seized by the English, 107.
- New York.  
     See also New Netherland.  
     founded, 102, 103.
- New Orleans, defended by Jackson, 274.
- Ocean cables, 286.
- Oglethorpe, General Jas. E., 133-137.  
     founds Georgia, 134.
- Oregon, 290-297.
- Pacific railroads, 331.
- Patroons, 103, 145.
- Penn, William, 123-131.  
     granted Pennsylvania, 125.  
     founds Philadelphia, 128.  
     treatment of the Indians, 128.

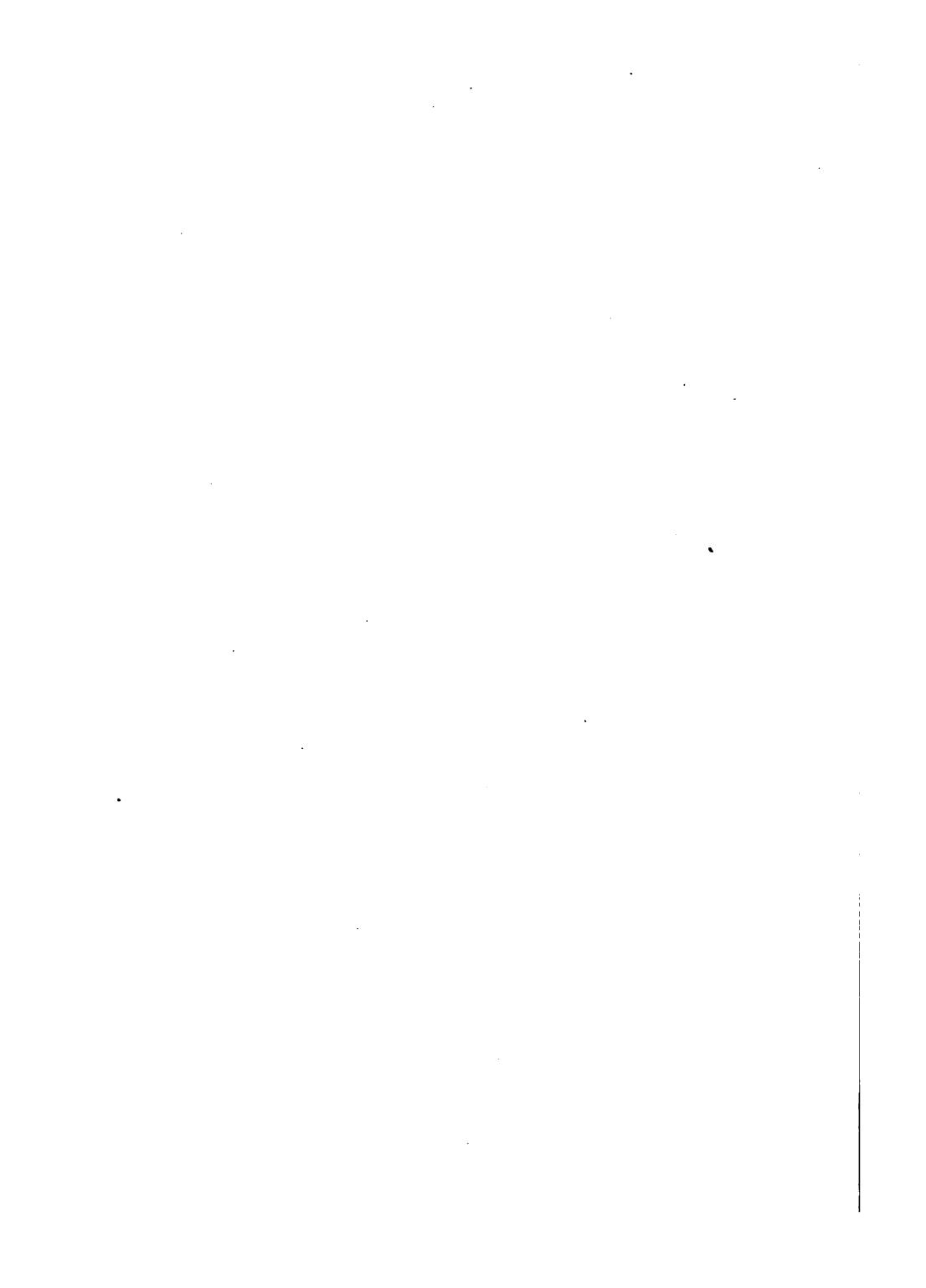
## Index.

- treaty with Indians, 129.  
his "holy experiment," 127.
- Pennsylvania, origin of name, 127.  
life in, 146.
- Philadelphia, founded, 128.  
taken by the British, 202.  
British army at, 204.
- Philip, son of Massasoit, 95-99.  
leader in Indian war, 98.
- Philippine Islands acquired, 336.
- Pike, Zebulon, M., 248-252.  
discovers Pike's Peak, 248.
- Pilgrims, 67-83.  
leave England, 68.  
in Holland, 70-71.  
sail for America, 72.  
reach Cape Cod, 73.  
land at Plymouth, 75.  
life in New England, 76-83.
- Pitt, Fort (Pittsburg), 184.
- Pocahontas, 57, 58.
- Polo, Marco, 2.
- "Poor Richard's Almanac," 159.
- Porto Rico ceded to United States, 336.
- Potato introduced by Raleigh, 49.
- Powhatan, 57.
- Providence founded, 89.
- Puritans, 85-91.  
meaning of the name, 67.  
settle at Salem, 85.  
their character, 86-88.
- Quebec, taken by Wolfe, 182.
- Railroads, 281.  
first passengers, 281.  
influence on the country, 281, 287,  
331.
- Raleigh, Sir Walter, 43-49.  
sends out exploring expedition to  
America, 44.  
ill success with colonies, 45-48.  
introduces the potato and tobacco,  
49.
- Revere, Paul, 194.
- Revolution, the American, 187-211.  
in New England, 192-198.  
in Middle states, 198-202.  
in the South, 207-211.
- Rhode Island settled, 90.
- Roanoke Island, 44.  
colony on, 45-48.
- Rumsey, James, his boat, 253.
- Samoan Islands, 337.
- Samoset, an Indian, 78.
- Santiago, 335.
- Saratoga, battle of, 203.
- School, oldest in U. S., 103.
- Schools in New England, 142.
- Separatists, meaning of the name, 67.
- Smith, Captain John, 52-59.  
his adventures in Europe, 53.  
goes to Virginia, 54.  
his adventures in Virginia, 54-59.
- South, the, in the Civil War, 323-327.  
in recent years, 329.
- Southern colonies, life in, 148, 169-  
171.
- Spain, war with, 334-336.
- Spanish explorers, 31-38.
- Squanto, an Indian, 78-80.
- Stamp Act, 188.
- Standish Myles, 77, 82, 83.
- "Star-Spangled Banner" written, 272.
- Steamboat, invention of, 253-259.  
Rumsey's, 253.  
Fitch's, 254.  
Fulton's, 256-259.  
first ocean, 259.
- Stuyvesant, Peter, 105-109.
- Sumter, Fort, 321.
- Swedes in America, 106.
- Taxation by England, 187.
- Tea tax, 189.
- Tecumseh, 267-269.
- Telegraphs, 283-288.
- Morse's, 284.

- Texas, 300, 301.  
Thanksgiving Day, the first in America, 80.  
Tippecanoe, battle of, 269.  
Tobacco introduced by Raleigh, 49.  
Trade routes to India, 2-4.  
Travelling in colonial times, 147, 169.  
Trenton, battle of, 200.  
Tutuila acquired, 337.
- United States, the union established, 200.  
Articles of Confederation, 211.  
Constitution adopted, 214.  
constitutional government begun, 216.  
in recent years, 329-337.  
annexations, 329, 336.  
University of Virginia founded, 239.
- Valley Forge, American army at, 203.  
Vespucci, Amerigo, 29.  
Virginia, why so called, 45.  
early settlement of, 50-61.  
under Sir William Berkeley, 117-121.  
Bacon's rebellion, 118-121.  
life in, 169-171.
- Wamsutta, son of Massasoit, 95.  
War between the states. See Civil War.  
War of 1812, 270-274.
- Washington, George, 168-185.  
early life, 168-173.  
in the French war, 176-182.  
Braddock's defeat, 180.  
marries, 184.  
personal characteristics, 185.  
Commander-in-chief, 197.  
crosses the Delaware, 201.  
at Yorktown, 208-210.  
resigns commission, 211.  
President, 214-216.  
dies, 216.
- Washington City, becomes the capital, 236.  
taken by the British, 272.
- Whitman, Dr. Marcus, 290-297.  
his ride, 291-295.  
his death, 297.
- Whitney, Eli, 260-264.  
early life, 260.  
invents cotton gin, 262.
- William and Mary, College of, 171.
- Williams, Roger, 88-91.  
his opinions, 88.  
settles Providence, 89.  
grants perfect religious freedom, 89.  
friend of the Indians, 90.
- Winthrop, John, 87-88.  
a typical Puritan, 87.
- Wolfe, General James, 182.
- Yale College founded, 142.
- Yorktown surrender, 208-210.



## **ADVERTISEMENTS**



## Elementary English.

---

- Badlam's Suggestive Lessons in Language and Reading.** A manual for primary teachers. Plain and practical. \$1.50.
- Badlam's Suggestive Lessons in Language.** Being Part I and Appendix of Suggestive Lessons in Language and Reading. 50 cts.
- Benson's Practical Speller.** Contains nearly 13,000 words. Part I, 261 Lessons, 18 cts.; Part II, 270 Lessons, 18 cts. Parts I and II bound together, 25 cts.
- Benson and Glenn's Speller and Definer.** Seven hundred spelling and defining lists. 40 cts.
- Branson's Methods in Reading.** With a chapter on spelling. 15 cts.
- Buckbee's Primary Word Book.** Embraces thorough drills in articulation and in the primary difficulties of spelling and sound. 25 cts.
- Fuller's Phonetic Drill Charts.** Exercises in elementary sounds. Per set (3 charts) 10 cents.
- Hall's How to Teach Reading.** Treats the important question: what children should and should not read. Paper. 25 cts.
- Hyde's Lessons in English, Book I.** For the lower grades. Contains exercises for reproduction, picture lessons, letter writing, uses of parts of speech, etc. 35 cts.
- Hyde's Lessons in English, Book II.** For Grammar schools. Has enough technical grammar for correct use of language. 50 cts.
- Hyde's Lessons in English, Book II with Supplement.** Has, in addition to the above, 118 pages of technical grammar. 60 cts. Supplement bound alone, 30 cts.
- Hyde's Practical English Grammar.** For advanced classes in grammar schools and for high schools. 50 cts.
- Hyde's Derivation of Words.** With exercises on prefixes, suffixes, and stems. 10 cts.
- Mathew's Outline of English Grammar, with Selections for Practice.** The application of principles is made through composition of original sentences. 70 cts.
- Penniman's Common Words Difficult to Spell.** Graded list of 3500 common words. 20 cts.
- Penniman's Prose Dictation Exercises.** For drill in spelling, punctuation and use of capitals. 25 cts.
- Phillips's History and Literature in Grammar Grades.** An essay showing the intimate relation of the two subjects. 15 cts.
- Sever's Progressive Speller.** Gives spelling, pronunciation, definition, and use of words. Vertical script is given for script lessons. 25 cts.
- Smith's Studies in Nature, and Language Lessons.** A combination of object lessons with language work. 50 cts. Part I bound separately, 25 cts.
- Spalding's Problem of Elementary Composition.** Practical suggestions for work in grammar grades. 40 cts.

*See also our lists of books in Higher English, English Classics, Supplementary Reading, and English Literature.*

D. C. HEATH & CO., Publishers, Boston, New York, Chicago

## Elementary Science.

**Austin's Observation Blanks in Mineralogy.** Detailed studies of 35 minerals. Boards. 88 pages. 30 cts.

**Bailey's Grammar School Physics.** A series of inductive lessons in the elements of the science. Illustrated. 60 cts.

**Ballard's The World of Matter.** A guide to the study of chemistry and mineralogy; adapted to the general reader, for use as a text-book or as a guide to the teacher in giving object-lessons. 364 pages. Illustrated. \$1.00.

**Clark's Practical Methods in Microscopy.** Gives in detail descriptions of methods that will lead the careful worker to successful results. 233 pages. Illustrated. \$1.60.

**Clarke's Astronomical Lantern.** Intended to familiarize students with the constellations by comparing them with fac-similes on the lantern face. With seventeen slides, giving twenty-two constellations. \$4.50.

**Clarke's How to find the Stars.** Accompanies the above and helps to an acquaintance with the constellations. 47 pages. Paper. 15 cts.

**Guides for Science Teaching.** Teachers' aids in the instruction of Natural History classes in the lower grades.

- I. Hyatt's About Pebbles. 86 pages. Paper. 10 cts.
- II. Goodale's A Few Common Plants. 61 pages. Paper. 20 cts.
- III. Hyatt's Commercial and other Sponges. Illustrated. 43 pages. Paper. 20 cts.
- IV. Agassiz's First Lessons in Natural History. Illustrated. 64 pages. Paper. 25 cts.
- V. Hyatt's Corals and Echinoderms. Illustrated. 32 pages. Paper. 30 cts.
- VI. Hyatt's Mollusca. Illustrated. 65 pages. Paper. 30 cts.
- VII. Hyatt's Worms and Crustacea. Illustrated. 68 pages. Paper. 30 cts.
- VIII. Hyatt's Insects. Illustrated. 324 pages. Cloth. \$1.25.
- XII. Crosby's Common Minerals and Rocks. Illustrated. 200 pages. Paper, 40 cts. Cloth, 60 cts.
- XIII. Richard's First Lessons in Minerals. 50 pages. Paper. 10 cts.
- XIV. Bowditch's Physiology. 58 pages. Paper. 20 cts.
- XV. Clapp's 36 Observation Lessons in Minerals. 80 pages. Paper. 30 cts.
- XVI. Phenix's Lessons in Chemistry. 20 cts.

Pupils' Note-Book to accompany No. 15. 10 cts.

**Rice's Science Teaching in the School.** With a course of instruction in science for the lower grades. 46 pages. Paper. 25 cts.

**Ricks's Natural History Object Lessons.** Supplies information on plants and their products, on animals and their uses, and gives specimen lessons. Fully illustrated 332 pages. \$1.50.

**Ricks's Object Lessons and How to Give them.**

Volume I. Gives lessons for primary grades. 200 pages. 90 cts.

Volume II. Gives lessons for grammar and intermediate grades. 212 pages. 90 cts.

**Shaler's First Book in Geology.** For high school, or highest class in grammar school. 272 pages. Illustrated. \$1.00.

**Shaler's Teacher's Methods in Geology.** An aid to the teacher of Geology. 74 pages. Paper. 25 cts.

**Smith's Studies in Nature.** A combination of natural history lessons and language work. 48 pages. Paper. 15 cts.

*See also our list of books in Science.*

**D. C. HEATH & CO., Publishers, Boston, New York, Chicago**

# Elementary Mathematics

---

**Atwood's Complete Graded Arithmetic.** Presents a carefully graded course, to begin with the fourth year and continue through the eighth year. Part I, 30 cts.; Part II, 65 cts.

**Badlam's Aids to Number.** Teacher's edition—First series, Nos. 1 to 10, 40 cts.; Second series, Nos. 10 to 20, 40 cts. Pupil's edition—First series, 25 cts.; Second series, 25 cts.

**Branson's Methods in Teaching Arithmetic.** 25 cts.

**Hanus's Geometry in the Grammar Schools.** An essay, with outline of work for the last three years of the grammar school. 25 cts.

**Howland's Drill Cards.** For middle grades in arithmetic. Each, 3 cts.; per hundred, \$2.40.

**Hunt's Geometry for Grammar Schools.** The definitions and elementary concepts are to be taught concretely, by much measuring, and by the making of models and diagrams by the pupils. 30 cts.

**Pierce's Review Number Cards.** Two cards, for second and third year pupils. Each, 3 cts.; per hundred, \$2.40.

**Safford's Mathematical Teaching.** A monograph, with applications. 25 cts.

**Sloane's Practical Lessons in Fractions.** 25 ct. Set of six fraction cards, for pupils to cut. 10 cts.

**Sutton and Kimbrough's Pupils' Series of Arithmetics.** Lower Book, for primary and intermediate grades, 35 cts. Higher Book, 65 cts.

**The New Arithmetic.** By 300 teachers. Little theory and much practice. An excellent review book. 65 cts.

**Walsh's Arithmetics.** On the "spiral advancement" plan, and perfectly graded. Special features of this series are its division into half-yearly chapters instead of the arrangement by topics; the great number and variety of the problems; the use of the equation in solution of arithmetical problems; and the introduction of the elements of algebra and geometry. Its use shortens and enriches the course in common school mathematics. In two series:—

*Three Book Series*—Elementary, 30 cts.; Intermediate, 35 cts.; Higher, 65 cts.

*Two Book Series*—Primary, 30 cts.; Grammar school, 65 cts.

**Walsh's Algebra and Geometry for Grammar Grades.** Three chapters from Walsh's Arithmetic printed separately. 15 cts.

**White's Two Years with Numbers.** For second and third year classes. 35 cts.

**White's Junior Arithmetic.** For fourth and fifth years. 45 cts.

**White's Senior Arithmetic.** 65 cts.

*For advanced works see our list of books in Mathematics.*

**D.C. HEATH & CO., Publishers, Boston, New York, Chicago**

# HISTORY.

---

**Thomas's History of the United States.** For schools, academies, and the general reader. A narrative history with copious references to sources and authorities. Fully illustrated. 532 pages. Half leather. \$1.12.

**Wilson's Compendium of United States and Contemporary History.** For schools and the general reader. 40 cts.

**Sheldon's American History.** Follows the "seminary" or laboratory plan. "By it the child is not robbed of the right to do his own thinking." Half leather. \$1.25.

**Teacher's Manual to Sheldon's American History.** A key to the above system. 60 cts.

**Sheldon's General History.** For high school and college. The only general history following the "seminary" or laboratory plan. Half leather. \$1.75.

**Sheldon's Greek and Roman History.** Contains the first 250 pages of the above book. \$1.00.

**Teacher's Manual to Sheldon's History.** Puts into the instructor's hand the *key* to the above system. 85 cents.

**Sheldon's Studies in Historical Method.** A manual for teachers and students. Cloth. 90 cents.

**Allen's Topical Outline of English History.** Including references for literature. Cloth. 40 cts.

**Shumway's A Day in Ancient Rome.** With 50 illustrations. Should find a place as a *supplementary reader* in every high-school class studying Cicero, Horace, Tacitus, etc. 75 cts.

**Allen's History Topics.** Covers Ancient, Modern, and American history, and gives an excellent list of books of reference. 121 pages. Paper, 30 cts.

**Fisher's Select Bibliography of Ecclesiastical History.** An annotated list of the most essential books for a theological student's library. 15 cts.

**Hall's Method of Teaching History.** "Its excellence and helpfulness ought to secure it many readers."—*The Nation.* \$1.50.

**Boutwell's The Constitution of the United States at the End of the First Century.** Presents the constitution as it has been interpreted by decisions of the United States Supreme Court; with an historical chapter. 430 pages. Buckram, \$2.50; Full law sheep, \$3.50.

**Wenzel's Comparative View of Governments.** Gives in parallel columns comparisons of the governments of the United States, England, France, and Germany. 26 pages. Paper. 22 cts.

**Wilson's The State.** Elements of Historical and Practical Politics. A book on the organization and functions of government for schools and colleges. 720 pages. \$2.00.

---

D. C. HEATH & CO., PUBLISHERS,

BOSTON. NEW YORK. CHICAGO.

# Supplementary Reading

*A Classified List for all Grades*

<b>GRADE I.</b>	Bass's The Beginner's Reader . . . . .	.25
	Badlam's Primer . . . . .	.15
	Fuller's Illustrated Primer . . . . .	.35
	Griel's Glimpses of Nature for Little Folks . . . . .	.30
	Heart of Oak Readers, Book I . . . . .	.25
<b>GRADE II.</b>	Warren's From September to June with Nature . . . . .	.35
	Badlam's First Reader . . . . .	.30
	Bass's Stories of Plant Life . . . . .	.25
	Heart of Oak Readers, Book I . . . . .	.25
	Wright's Nature Readers, No. 1 . . . . .	.25
<b>GRADE III.</b>	Heart of Oak Readers, Book II . . . . .	.35
	Wright's Nature Readers, No. 2 . . . . .	.35
	Miller's My Saturday Bird Class . . . . .	.25
	Firth's Stories of Old Greece . . . . .	.30
	Bass's Stories of Animal Life . . . . .	.35
	Spear's Leaves and Flowers . . . . .	.25
<b>GRADE IV.</b>	Grinnell's Our Feathered Friends . . . . .	.30
	Heart of Oak Readers, Book III . . . . .	.45
	Kupfer's Stories of Long Ago . . . . .	.35
	Wright's Nature Readers, No. 3 . . . . .	.50
<b>GRADE V.</b>	Bull's Fridtjof Nansen . . . . .	.30
	Grinnell's Our Feathered Friends . . . . .	.30
	Heart of Oak Readers, Book III . . . . .	.45
	Wright's Nature Readers, No. 3 . . . . .	.50
	Kupfer's Stories of Long Ago . . . . .	.35
<b>GRADE VI.</b>	Starr's American Indians . . . . .	.45
	Bull's Fridtjof Nansen . . . . .	.30
	Heart of Oak Readers, Book IV . . . . .	.55
	Wright's Nature Readers, No. 4 . . . . .	.60
<b>GRADE VII.</b>	Starr's American Indians . . . . .	.45
	Penniman's School Poetry Book . . . . .	.30
	Heart of Oak Readers, Book IV . . . . .	.55
	Wright's Nature Readers, No. 4 . . . . .	.60
	Dole's The American Citizen . . . . .	.90
<b>GRADES VIII and IX.</b>	Heart of Oak Readers, Book V . . . . .	.65
	Heart of Oak Readers, Book VI . . . . .	.75
	Dole's The American Citizen . . . . .	.90
	Shaler's First Book in Geology (boards) . . . . .	.60
	Goldsmith's Vicar of Wakefield . . . . .	.50
	Addison's Sir Roger de Coverley . . . . .	.40

*Descriptive circulars sent free on request.*

**D. C. HEATH & CO., Publishers, Boston, New York, Chicago**

# Heath's Pedagogical Library

- 
- I. Compayré's *History of Pedagogy*. "The best and most comprehensive history of Education in English." — Dr. G. S. HALL. \$1.75.
  - II. Compayré's *Lectures on Teaching*. "The best book in existence on theory and practice." — Pres. MACALISTER, Drexel Institute. \$1.75.
  - III. Compayré's *Psychology Applied to Education*. 90 cts.
  - IV. Rousseau's *Emile*. "Perhaps the most influential book ever written on the subject of education." — R. H. QUICK. 90 cts.; paper, 25 cts.
  - V. Peabody's *Lectures to Kindergartners*. Illustrated. \$1.00.
  - VI. Pestalozzi's *Leonard and Gertrude*. Illustrated. 90 cts.; paper, 25 cts.
  - VII. Radestock's *Habit in Education*. 75 cts.
  - VIII. Rosmini's *Method in Education*. "The most important pedagogical work ever written." — THOMAS DAVIDSON. \$1.50.
  - IX. Hall's *Bibliography of Education*. Covers every department. \$1.50.
  - X. Gill's *Systems of Education*. \$1.25.
  - XI. De Garmo's *Essentials of Method*. A practical exposition of methods with illustrative outlines of common school studies. 65 cts.
  - XII. Malleson's *Early Training of Children*. 75 cts.; paper, 25 cts.
  - XIII. Hall's *Methods of Teaching History*. A collection of papers by leading educators. \$1.50.
  - XIV. Newsholme's *School Hygiene*. 75 cts.; paper, 25 cts.
  - XV. De Garmo's *Lindner's Psychology*. The best manual ever prepared from the Herbartian standpoint. \$1.00.
  - XVI. Lange's *Apperception*. The most popular monograph on psychology and pedagogy that has as yet appeared. \$1.00.
  - XVII. *Methods of Teaching Modern Languages*. 90 cts.
  - XVIII. Felkin's *Herbart's Introduction to the Science and Practice of Education*. With an introduction by Oscar Browning. \$1.00.
  - XIX. Herbart's *Science of Education*. Includes a translation of the *Allgemeine Pädagogik*. \$1.00.
  - XX. Herford's *Student's Froebel*. 75 cts.
  - XXI. Sanford's *Laboratory Course in Physiological Psychology*. 90 cts.
  - XXII. Tracy's *Psychology of Childhood*. The first treatise covering in a scientific manner the whole field of child psychology. 90 cts.
  - XXIII. Ufer's *Introduction to the Pedagogy of Herbart*. 90 cts.
  - XXIV. Munroe's *Educational Ideal*. A brief history of education. \$1.00.
  - XXV. Lukens's *The Connection between Thought and Memory*. Based on Dörpfeld's *Denken und Gedächtnis*. \$1.00.
  - XXVI. English in American Universities. Papers by professors in twenty representative institutions. \$1.00.
  - XXVII. Comenius's *The School of Infancy*. \$1.00.
  - XXVIII. Russell's *Child Observations*. First Series: Imitation and Allied Activities. \$1.50.
  - XXIX. Lefèvre's *Number and its Algebra*. \$1.25.
  - XXX. Sheldon-Barnes's *Studies in Historical Method*. Method as determined by the nature of history and the aim of its study. 90 cts.
  - XXXI. Adams's *The Herbartian Psychology Applied to Education*. A series of essays in touch with present needs. \$1.00.
  - XXXII. Roger Ascham's *The Scholemaster*. \$1.25.
  - XXXIII. Thompson's *Day Dreams of a Schoolmaster*. \$1.25.  
Richter's *Levana; or, The Doctrine of Education*. "A spirited and scholarly book." — Prof. W. H. PAYNE. \$1.40.
- 

Sent by mail, postpaid, on receipt of price.

---

D. C. HEATH & CO., Publishers, Boston, New York, Chicago



